

DIARY

Le train takes the strain

I never got there, thanks to a throat infection; but what I was down to talk about at this conference of children's writers was "Tackling the schools." I hadn't chosen the subject or the title. It was taken for granted that this was my field. I would tell my fellow-authors how best to persuade the schools to be kind and receptive to their writing.

Not, of course, that I minded. I'm amused and considerably more than half-pleased that after 25 years of trying to look like a writer, I still look like a teacher. It's just that now and then (and having regard to some difference of scale) I think it's as though every time Elizabethan conveners of conferences invited Shakespeare to talk, they proposed that he look at literature from the viewpoint of some earlier profession of his - say, poaching. "An approach to poachers" would be the title. He'd talk about how to persuade poachers to attend the theatre.

It does cling, having been a teacher. My descendant Sam, with whom I have the curious relationship of grandfather to grandson (one has left the centre of things, and the other hasn't attained it, and this causes an odd camaraderie), sometimes recalls that I've been a teacher; and it makes him blanch. It happened the other day when he was overcome by a hatred of the idea of walking. He sat down on the path and began to develop a story about his shoes stinging him. "Oh, they sting, they sting," he wept. I looked at him in a manner that, I suppose, 30 years on, bore traces of the expression I'd found useful at Stonehill Street whenever the older Haggis, whose actual name I've forgotten, alleged that he couldn't write because of a sudden and unforeseen fracture of the wrist. Anyway, Sam, to my astonishment, got up rather mutteringly and consented to



continue our journey.

A few weeks ago, though, in a TGV, one of those fast trains travelling between Paris and Lyon, this residual teacherliness of mine had no effect whatever on a carriageful of school-children. My wife and I found ourselves the only, as it were, non-combatants in the midst of a turbulence of tiny students and their teachers. All the children had packets of food: intended, clearly, for lunch, but in every case broached, and in most cases entirely consumed, before we even left the Gare de Lyon.

They all wore caps with amazing peaks, bearing legends acclamatory of the TGV. Any experienced teacher would have recognized at once that to present a small child with such a cap was to invite him to behave badly. (Wearing one, I'm not sure I'd have been able to behave well myself.) Early in the journey, a teacher leapt to her feet and made a stormy proclamation: swopping seats, stealing another child's lunch or arranging exchanges of food that led almost at once to complex demands for arbitration, and even movements about the carriage, were all *formellement interdits*.

I thought how thrillingly ineffective the phrase was, uttered by a young lady with flashing eyes; and at the same time tried to imagine what my Great-aunt Sarah might have said, were it possible to imagine her being present. In 1932 or thereabouts I sat with her

on the seafloor at Felixstowe and as young women walked past in beach pyjamas, then newly fashionable, my aunt would mutter: "Brazen hussy! Brazen hussy!" What would she say in a world in which, by this criterion of being trousered, even a schoolteacher was a brazen hussy? (Or, on that French train, I suppose, *une friponne d'airain*.)

The TGV takes two silky-swift hours to reach Lyon. It was too long for those little Parisians. They amused themselves, for a while, with the Japanese. There seemed to be endless supplies of those on board, and they were constantly being conducted by officials through the carriage in the direction of the engine. (Curiously, none of them ever returned.) The children were struck with the idea of applauding these distinguished if vanishing visitors; and there was enormous Oriental bashfulness, and an increasing amount of Occidental over-excitement. The idea that applause, however caused, was a good thing, spread rapidly; followed by a sudden universal launching of model aeroplanes. Teachers leapt to their feet again and again, adding to the list of things formally forbidden; and the carriage began to fill with what in Britain we'd call dumb insolence, but in France has to be called eloquent insolence. When projects got underway for the dismantling of the carriage itself, we were still half an hour from Lyon.

And I sat among them, having alternate fits of professional sympathy and grateful detachment. As we slid into Lyon, I calculated that the children had reached a condition of, perhaps, verifiable derangement. But Oh, I thought, that beautiful energy! Oh, those lively faces! Oh, that vivid restlessness! How awful simply to quench all that! As we made our shuffling way to the platform, I permitted myself to formulate what any of those teachers would justly have seen as an insufferably calm theory, of the sort readily concocted by a teacher-turned-writer. It was that the skill of handling children of this age (say, 8 to 11) lay in being a damper without being a depressor.

Dear diary . . .

As it happens, exactly 50 years ago, on September 21, 1934, the unpopular man who taught us French at Queen Elizabeth's, Barnet (he seemed to have read nothing but Spengler's *Decline of the West*, and was constantly darkening our 14-year-old minds with quotations from it), was absent from school, having been knocked down by a bus. I know this because of the diary I've kept since June 10 of that year. I started it out of a temperamental dread of allowing life to go unrecorded, and, heaven knows how many million words later, am still at it. "In French".

says that early volume, "Steve confirmed the report of Pick's accident but he said, 'It will be the worse for you, if he is dead, because then I shall be you.' But if Pick gets out, as we anxiously hope he will, then Steve reinstatement (sic) as our French master will be only too pleasant! We cannot wait for the *Abnegeres*, by Chateaubriand, but didn't precede (sic) it, mainly because of Newton's last interruptions, and Steve's own dilatory (sic) upon the subject."

For "dilatory", I guess, read "irresponsible." I snatched at words in those days, willing them to have the meanings I thought they had. As when that day I seem to have stepped into "the shell-perquisition chamber" of the public library.

Name game

"Edward Blister", says the *Radio Times*, snatching at names. The producer of *A Good Read* says they write a letter of apology, but it's they're not to do that: because it's a misprint puts me ahead in a casual family competition, which is to be which one of us, in this matter of names, can be most inventively misrepresented. Until now the prize has gone to a teacher son of mine, at a early moment in his career greeted by a girl in his class: "Hello, Mr. Blister!"

HMI reports

I spend part of my week, nowadays, as a corner of the BBC's external services, talking to writers about their latest books. Alas, the author of the newly published *Mr Noon* - an old sparkling work - was not available for interview. A Mr D H Lawrence, it appears to be drawing for part of his teaching experiences of his own, at one point he refers to a secretary of education committee in the Midlands given to "rushing into a lot of educational hushers." "Whether he made matters any better," writes Mr Lawrence, "we leave to the imagination of any individual who has been hit by the misfortune and humiliation to be connected with our educational system."

Cloud grief!

Edward Blister

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Inspectors suggest primary schools should cover nine subject areas

Firmer HMI guidance drafted

by Sarah Bayliss

Primary teachers are about to receive guidance from Her Majesty's Inspectors on what subjects they should teach to children as young as

An HMI discussion document, to be published next month, will suggest that every school has teacher "consultants" covering nine areas of learning. As it is having a class of their own, they could be responsible for drawing up subject guidelines, advising their colleagues, and in some cases, providing expert tuition to the top juniors.

The document, which will be distributed to every school and governing body, will imply that schools have an optimum number of pupils and teachers; if they fall below that size, they should be able to share staff with neighbouring schools or receive portable help.

Mr Geoffrey Elmore, Chief Inspector of primary education, told *THE TIMES* that "ideally" every school should have nine teachers, one for each subject. They would need "non-con-

tact" time away from the classroom in which to prepare their work, particularly if they had more than one specialism.

"There are clear implications for resources," he said. "One implication is that schools might have to be bigger."

In an address last weekend to the National Association of Primary Education, Mr Elmore said there were sound reasons for variations between primary schools, but at present the system was "too much of a lottery", largely depending on where children lived. Families moving round the country found too little consistency between schools.

He was critical of teachers who failed to offer a "coherent" curriculum. "Too often at present, schools do not sufficiently distinguish the particular contribution of each subject or aspect, how it relates to others and how it is to be progressively developed. Topic work often becomes a series of unrelated themes which do

little to develop the knowledge, skills and concepts associated with constituent subjects."

Mr Elmore reassured his audience that HMI was merely advocating the good practice which already existed in good schools. After Christmas, HMI

NAPE conference reports - Page 6

would issue examples of schools whose standards are considered excellent and whose work already tackles the broad range of subjects.

The subjects to be defined are: mathematics, language and literature, science, technology, religious education, physical education, human and social, aesthetic and creative, moral and ethical education. Skills, concepts, and attitudes which primary schools ought to introduce to infant and junior aged children will also be outlined. Mr Elmore, a former primary head, said it would be up schools and heads

to decide whether or not subjects should be taught separately; he did not doubt that modern education went far beyond "the basics" and traditional subjects, and he held fast to the primary principle of developing each child as a personality.

Mr John Coe, chairman of NAPE, said it was a "producer's view" which left out the real interest of the children. "We must remember that children learn and grow and change in their every waking moment and certainly not just an instrumental curriculum delivered by practitioners called teachers."

He added: "It saddens me that we can sense very strongly the prescriptive intervention of a Government almost purely concerned with balancing the economic books."

The HMI document is part of a review of the five to 16 curriculum, and a response to Sir Keith Joseph's challenge that the primary curriculum should be defined for parents and teachers alike.



Ministry in 'sabotage' row

by Susannah Kirkman

Sir Alfred Sherman, former director of the Centre for Policy Studies, has accused DES officials of deliberately sabotaging the implementation of the educational voucher scheme and of blocking investigations into political bias in schools.

"The DES has a small number of thoroughly unscrupulous senior officials who are prepared to lie and cheat to get their way," he told a press conference to launch Dr John Marks's report on alleged bias in schools over nuclear issues (*TES* page 5).

Sir Alfred, an informal adviser to Mrs Thatcher, told *THE TIMES* that officials had used dirty tricks which thwarted the Education Secretary's intention to introduce vouchers. They had filtered out information which interfered with their bias.

He said the Centre for Policy Studies was about to publish a report on the civil servants' "dishonest" behaviour, entitled *The Insistence of Office*.

Sir Alfred also condemned the "campaign of lies and insinuation" by the DES against the National Council for Educational Standards, of which he is a member and Dr Marks the director.

He admitted that he had no evidence to suggest that officials had failed to investigate allegations of political indoctrination in schools, but said their behaviour over the vouchers scheme gave him grounds for suspicion.

A DES spokesman said senior officials were far too fair-minded to engage in any such campaign. He refused to comment further.

The Centre for Policy Studies was set up in the mid-1970s by Sir Keith Joseph.

Walsall opts for direct MSC talks

by Mark Jackson

A local authority front against the government moves to control part of its work through the Manpower Service Commission cracked this week as a metropolitan authority ordered education committee to start direct negotiations with the MSC.

On Monday Walsall, a hung council, gave the first education authority in the country to agree to accept the other education money from the Manpower Service Commission. The big group did not contest the move.

Meanwhile a row developed over the educational background to the commission's decision last week to oblige education to implement the plan, outlined in a letter from the Employment Secretary, Mr Wilson Longden, Education Service representative on the commission, says that the commission took it as a formal directive for the 1973 Act which they had no right to obey. Mr Barry Sheers, Shadow training minister, said although the commissioners would have taken it as a directive, it was not.

The Department of Employment this confirmed its statement - released last week's *TES* - that the move was only a statement of the government's firm intentions.



Dual roll call . . . there could well be double vision at Earlham High school, Norwich, where eight sets of twins are among this term's new intake of pupils.

Sir Keith to back next curriculum awards

Sir Keith Joseph has agreed to back a scheme which aims to do for schools what the Queen's Award does for industry, writes Bob Doe.

A two-year search for outstanding schools to receive the first ever Schools Curriculum Awards ends today with the announcement that awards are to be made to 113 UK schools out of the 180 exceptional schools nominated by 57 education authorities.

Announcing the winners this week, Mr John Tomlinson, Cheshire's director of education and chairman of the SCA executive committee, revealed that the Education Secretary had agreed to help to finance the next awards to be made in 1987. The Department of Industry already contributes to the scheme, which is run jointly by the Society of Education Officers and the magazine *Education*.

The awards are designed to publicize good schools and to increase public awareness about what makes a school good. Panels of expert assessors - mostly former advisers and heads - visited the nominated schools looking for evidence that they made the most of their environment and enabled the community to contribute to the curriculum. Winning schools receive a specially

commissioned print or piece of ceramic work as well as a warrant to use the special SCA logo on their stationery.

Half the education authorities in the UK, including the ILEA, were unwilling or unable to propose schools for the first round of awards.

See page 5 for list of award-winning schools and page 24 for details of some of the winners.

Resources/Media

Richard Noss on four versions of Logo for the BBC Micro; and Cecily O'Neill and David Self on English programmes by Thames Television (pictured left). 31-32

EXTRA

Travel: From the Far East to the Western Isles with Europe in between. 39-50

NOTICEBOARD

PEOPLE . . .

SCHOOL APPOINTMENTS
Mr Paul Farmer to be head of Dick Sheppard school, south London. He has been acting head since the retirement of Mrs Margaret Broadley last year.
Mr Michael Hougham to be head of William Penn boys' school, south London. He was acting head of the school and succeeds Mr Bob Richardson who has taken up an advisory post with the ILEA.
Mr Barry Rose, former Master of the Choir at St Paul's Cathedral School, to be Master of the Choir at the King's School, Canterbury.

ADMINISTRATIVE APPOINTMENTS
Mr David Sayer, seconded from the headship of Marple Ridge High School, Stockport, Cheshire, to be Director of the Centre for the Study of Comprehensive Schools. He succeeds Mr Frank Stone, who is returning to his post as Principal of Brampton School and Community College, Lincolnshire.
Mr John Billings, former head of Southbourne school, Rutland, to be Education Officer to the National Association for Maternal and Child Welfare.
Dame Mary Warnock to be President of the Association for All Speech Impaired Children (AFASIC) in succession to Professor Oliver Zangwill.

UNIVERSITY APPOINTMENTS
Dr D Alexander, Professor Sir John Butterfield and Mr Richard Wakford have been awarded a grant of £20,000 from the Alcohol Education and Research Council for the first year of a proposed three-year study of the development of the attitudes of different groups of students towards alcohol and alcohol abuse. The work will be carried out in Aberdeen, London and Cambridge.

CONFERENCES . . .

October 5-7
Integrated Humanities Association conference at Stantonbury Campus, Milton Keynes. The main speaker is Maurice Holt and there will be a series of workshops led by practitioners across the 11-18 age range. Details from Nine Wroes, 3 Southbrook Cottages, Southbrook Lane, Bovey Tracey, Devon.

October 24
NAS/UNT annual education conference at the Royal Hotel, Nottingham from 11 am. The guest speakers are Eric Bolton, Senior Chief Inspector, HMI on "The Changing Curriculum" and Eric Hopwood, Senior Education Officer, Essex LEA on Community Education. Details from NAS/UNT, Education Centre, Hills Court, Rose Hill, Rednal, Birmingham.

October 24
The Future of Sixth Form College Libraries - at the English Speaking Union, London W1, from 3.15 pm. Speakers include Keith Steadman and Margaret Slater. Details from Peter Garland, Chairman of the Sixth Form College Libraries Group, Farnham College, Monks Road, Farnham, Surrey.

COURSES . . .

September 24 - December 10
About Ourselves: Black Women Writing - a term's course on Monday evenings at the Extra Mural Annex, 28 Torrington Square, London WC1 on images of black women in their writing. African, American and Caribbean viewpoints will be studied in a

selection of literature. Course fee £15. Details from Mrs J. Cooper, Room 265, Department of Extra-Mural Studies, 26 Russell Square, London WC1.

October 24 - December 5
The Last 75 Years of Poetry - a course of seven weekly lectures on Wednesdays at 7.30 pm at the National Poetry Centre by leading writers and academics. Details from The Extra-Mural Course, The Poetry Society, 21 Earl Court Square, London SW5 9DE.

EVENTS . . .

September 26 - October 19
Young National Travel Theatre performances for schools in East Anglia will explore the atmosphere and events of every day life at Bickling Hall in the 1930s. The programme is devised on two levels to appeal to both sixth-formers and juniors, all of whom are able to play an active part in each performance through preparation beforehand at school. Bookings through the Administrator, Bickling Hall, Norwich NR1 6NF.

September 26-28
Guitar Weekend at the Royal Festival Hall includes exhibitions, demonstrations and free public concerts. A series of nationwide Play Guitar Workshops will be held in schools and arts centres during October for pupils and teachers. For details write to Westland Associates, 23a Kings Road, London SW3 4RF. Tel 01 730 2629. September 29-30
Computers on the Move - Eastern Region Micro and Primary Education day, 10 am to 5 pm at Redbridge Teachers' Centre, 10 Redbridge Road, Ilford, Essex. Details from Anne-Marie Edie, Gilbert Colvin Primary School, Tel 01 550 4630.

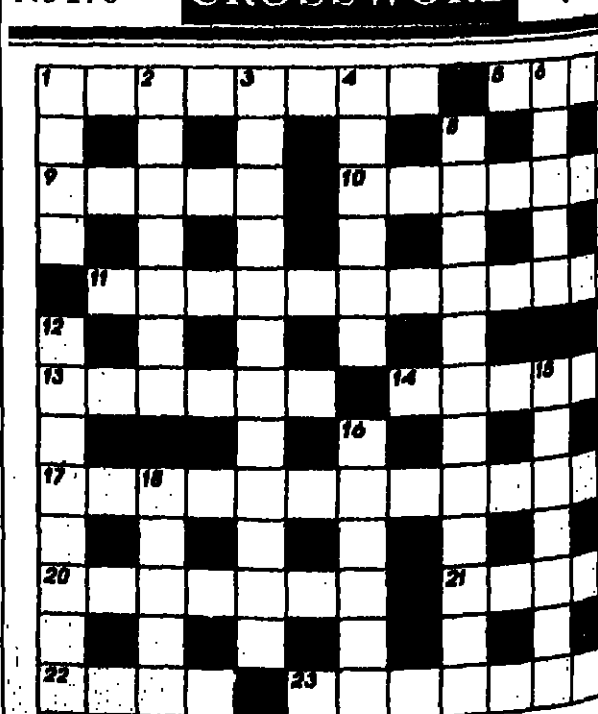
Faraday Lecture
The 1984/85 Faraday Lecture will be given in 17 regional centres throughout Britain between September and May, 1985. The subject will be the revolution that followed the development of electric power generation, the relationship between social behaviour and electricity demand, and the technologies for meeting that demand. There will be wide screen visual presentations, live demonstrations and stereophonic sound. Details from the Faraday Officer, The Institution of Electrical Engineers, Station House, Nightingale Road, Hinchin Herts.

PUBLICATIONS . . .

Careers Information and Careers Libraries
This practical guide is written for teachers, careers officers and organizers of libraries in careers concentrates on information facilities in schools and colleges, but would also prove useful for organizers of libraries in careers offices and other advisory services. It is available from Careers Consultants Limited, 12/14 Hill Rise, Richmond, Surrey TW10 6UA £6.95 including postage.

Finding Research Funds for Language and Language Teaching
The Centre for Information on Language Teaching and Research has published a new edition of its guide to assist researchers in languages, linguistics and language teaching to find out about available funding. It includes information on the foundations, information on the main sources of public funds included. It is available price £1.90 including postage from GILL Mill, 20 Carlton House Terrace, London SW1Y 6AP.

No 170 CROSSWORD by Robert



Across
1 A way of drawing (4,4)
5 Lower piece of (4)
9 A gesture one doesn't care to make (5)
10 Clear for a new (7)
11 Shown by one looking (7)
13 Take some back to (7)
14 It can't be made whole (6)
17 Round tour? (1,4)
20 She plays about in (7)
21 A bill above a walk-out (7)
22 Changed to be all (7)
23 Blurred sweet (4,4)

Down
1 Unable to move quickly (4)
2 Eastern organization deserving to be taken seriously (7)
3 Clinging drunkenly (6,6)
4 The minority of lawyers (6)
6 Ideal sort of stage for "Pinafore" (7)
7 It sounds highly unnatural (8)
8 It generally shows the way we are going (7,5)
12 Lying for a swan-song (8)
15 He flies from Jugglesville to Rugglesville (7)
16 About 19 billion miles right in outer space? (7)
18 A trio best not to have (4)
19 Behaved, more (4)

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Arts/Books

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Travel: From the Far East to the Western Isles with Europe in between. 39-50

Heading for the precipice

This weekend, the National Union of Teachers' salaries conference will commit the union to a profoundly irrelevant salaries policy. By so doing, it will all but guarantee that the 1985 Burnham negotiations end in break-down and disillusion.

By electing to set aside all the work so far done in the Burnham Joint Working Party on Salary Structure and adopting instead the union's preferred plan for a neo-Basic Scale with responsibility allowances—moving quickly to revised Houghton values—the NUT is yet again heading for disaster. This is not, in any realistic sense, a basis for negotiation in 1985.

Nor does it look like mobilizing the united support of the teachers' side in the Burnham Committee. The claim implies a narrowing of differentials. It is unlikely to be received with warmth by either of the heads' organizations, nor yet by the Assistant Masters and Mistresses Association. As for the National Association of Schoolmasters/Union of Women Teachers, Mr Fred Smithies and his colleagues have appeared much more interested in trying to breathe new life into the structure working party than marching into Burnham with another impossible block buster.

The NUT claim was prepared before the result of the arbitration became known. Now, in the aftermath of the 5.1 per cent award, the teachers and the local authorities should engage in some hard thinking. The award was in exactly the expected range. Yet the disappointment was universal on the teachers' side because expectations had been raised quite unjustifiably during the summer's industrial action. The irony of the whole episode will not be lost on either side. The authorities allowed themselves to be ingloriously forced to arbitration as the teachers demanded. But their liabilities were strictly limited: the cost of the extra fraction of one per cent they were

forced to pay was probably little more than some of them had saved on teachers' pay as the result of strikes. It is now the teachers who feel cheated—as, in a sense they have been, by leaders who kidded them they could squeeze a bigger deal out of the cash-limited local authorities than could conceivably have been expected. As the arbitrator's report made clear, all he did was to weigh the teachers' indices and comparisons against labour market analyses and the employers' ability to pay, and, while refraining ostentatiously from attributing any particular merit to any particular argument, pick on the lowest figure he decently could to try to settle the claim—knowing that any more would have been politically impossible for the I.E.A.s and the Secretary of State, and any less would have been dangerously provocative to the teachers.

The legacy of the Houghton award has given the teachers a gold standard to which they naturally wish to return. But Houghton came at a time of soaring inflation when many occupational groups won large pay rises—the teachers' special case did not stay special for long. Similarly, Clegg jacked up teachers' salaries, together with a lot of other public servants, most of whom have seen their salaries eroded in subsequent years. The arbitrator flinched in his report with the notion of a pay review body, but having given the nurses such a body, the Government shows no desire to see such bodies proliferate: if, as is the case, the Government's rough and ready pay policy depends on holding down public sector wages, this is a quite logical reluctance. As an analysis in the September issue of *Public Money* points out, this year all the pay review bodies have recommended increases above the Government's going rate.

It is not possible to think at all seriously about teachers' salary bargaining in the present context without facing up to the realities of cash limits and spending targets and penalties and rate-capping.

To go into Burnham with the rhetoric of Arthur Scargill and the industrial flub of the teachers' unions is irresponsible. It is to misread the events of last summer to a dangerous degree. The teachers' victory was Pyrrhic: it won arbitration, not cash. In the present state of play, the teachers cannot achieve much by a frontal attack; they are not that sort of trade unionists, and to spite their noses on that scale, they would have to cut off too much of their own faces.

So what is left? The answer is the salary structure negotiations. All right, so it is extremely unlikely the money figures attached to a new deal on structure will immediately restore Burnham parities. But even the proposal already advanced by the authorities for the main professional grade to go up to the maximum of the existing scale three would imply rises of up to 29 per cent for some teachers over a period of time.

There are undoubtedly some points of serious difference. Many teachers—as the latest TES/NOP survey suggests—are profoundly chary of any scheme for merit payments based on professional assessment. Sir Keith Joseph is believed to regard merit payments with great favour, and to see an agreement on regular assessment as one of his minimum requirements from a new deal. But there is no point in jumping ahead to merit money till a great deal more is known about assessment, its strengths and limitations. If merit pay is disconnected from assessment the issue becomes less threatening. All promotion, in essence, turns on assessment: the only argument is whether assessment should take place at regular intervals instead of, as now, only when a question of promotion arises. It would be very odd indeed if the teachers and their employers could not thrash something out, even if it was less comprehensive than some would desire.

The NUT is still determined not to have salary negotiations linked to conditions of service. What

is quite clear, is that the whole, mid-day supervision must be given one way or another, as quickly as possible, and hung around too long. The deliberations of the 1988 "settlement" will be a price tag to this, the employers pay it.

There are other matters on which the teachers and the authorities must have for some years now included on maximum class size in their contracts. Nor yet, why an English or Welsh contract should not specify his or her non-teaching time and cover. There is the kind of things which could come deal on conditions of service—providing have some genuine negotiating flexibility would also have to teachers' conceding a more detailed "professionalism".

It looks now as if it is going to be NUT's partners in the other teachers' to bring the union from its expatriate position. It does not appear as if there are still a few months in which the teachers if the NUT decides to any brink.

As things now stand, the best of above-the-odds pay rise for teachers the salary structure negotiations. The chance down and it may not return from the unwelcome prospect of disruption next spring and summer might well have to face direct action. Keith in the shape of a new Teachers' Act, tailored to his own and a new salary structure imposed ated, over the heads of the union

COMMENT

Quality has its price

The speech of the Chief Inspector for primary education (page 1) makes an intriguing curtain-raiser to the impending Great Primary Debate. The official HMI primary curriculum paper is to follow shortly, beginning the attempt to set the objectives and targets for attainment that Sir Keith Joseph has demanded.

So far, everything that has come out of the DES on primary education has suggested that the value of a wide-ranging primary curriculum, covering art, music, drama, technology, science, and the rest, is now firmly established (and HMI must take considerable credit for that fact.) The calls for a more specialist approach, and the return (nicely wrapped up in Mr Elsom's liberal-minded speech) to an emphasis on knowledge, as well as skills and concepts, should sharpen, rather than muffle, the call for range and breadth. And provided Sir Keith shares Mr Elsom's experienced view that schools must remain free to evolve their own methods to meet the requirements, the debate should present a challenge, not a threat, to good primary practice.

But no one, even at this early stage, should be allowed to forget the implications of the notion that every child should have an "entitlement" to the wide primary curriculum that is now being sketched. You have only to look at the latest dozen HMI reports on individual schools to see how far many primaries are from having resources and staffing to meet the demands. Even schools that have gone some way in planning the curriculum along lines favoured by HMI are hampered,

by lack of resources—most often for history, geography and science. Technology barely gets a mention. A school may try hard to teach music to all pupils—but in HMI's judgment, without specialist staff it is not succeeding.

Sir Keith is absolutely right when he says that clearer objectives, greater breadth, and more differentiation are essential if primary standards are to be raised. The second stage, equally essential, will be to give teachers who now lack them the tools, support, and extra training needed to meet those objectives.

Where credit is due . . .

The Society of Education Officers and *Education* deserve a prize themselves for their Schools Curriculum Award scheme to winkle out the good schools hiding their lights under bushels. Not only are there not enough opportunities for the hard, dedicated work of teachers to be recognized, but too often those facets of school achievement that do impinge upon the public consciousness—like exam results or smart uniforms—tell only part of the story.

The assessors of the SCA looked not only at the bottom line of school achievement but also at the point from which a school starts out—the background against which it has to operate—and the processes by which it endeavours to draw on its environment and community along the way. So the award scheme is not just a celebration of comfortable, middle-class schools doing very nicely, but also of those making their way in a remote



Working together at Cranford Community College, one of the schools recognized for the Schools Curriculum Award.

able fashion against the odds, contributing to the community and inviting the community to reciprocate. The moving spirits behind the SCA do still have to grasp one nettle, however, over the recognition of schools' achievements. So far, all that has been released is a bare list of winners (see page 5) with a few anonymous examples of some of the reasons awards were made. Articles on four of these—not necessarily the best—appear on pages 24 and 25. Next year the assessors' detailed report on the 1984 awards will be published, a document that could be highly influential in spreading good practice.

As yet, no decision has been made about whether individual schools will be identified in this report. They should be. It makes no sense at all to set up an inspirational scheme, and then shroud the results in mystery. It is such false modesty, over-sensitivity and professional secrecy that have

contributed to the ignorance of the general public about matters educational. And it is precisely this lack of confidence in itself that the education service needs to overcome—and which the curriculum award scheme was set up to help remedy.

Peace and propaganda

Dr John Marks's pamphlet on "Peace Studies" in *Our Schools*—*Propaganda for Defencelessness*, produced by Lady Olga Maitland's Women and Families for Defence, is long on indignation but short on evidence. To say this, however, is not to dismiss the anxiety which many people share about the proliferation of "Peace Studies". The inverted commas are well-merited. "Peace" has become a term of art. It no longer means tranquility or the absence of war: it signifies something much more specifically related to the profoundly important issues of nuclear arms and how (or whether) Britain should defend herself against external threats.

When all the cackle is cut, there is a grain of truth in Dr Marks's subtitle: many exponents of peace studies are propagandists for defencelessness in their spare time. How much of this carries over into school? If there were evidence that the content of study assemblies of "Peace" were slanted in the way that he claims, there would be grounds for concern. The analysis of a number of peace studies recently published by Lady Cox and Dr Scruton—*Itself by no means flawless*—made out a case to be answered. So far, none of the answers has been particularly convincing.

lacking is the evidence. The absence of what happened in the Maitland's dossier was a real gossamer. The only attempt at a scene as a whole has been one of Majesty's Inspectorate, and Slater HMI, the man most concerned, has consistently refused to let what pass for studies of peace conflict or not political but responsible attempts to cut, and from, controversial which are intensely important people. It is not clear, however, much recent evidence to be collected, or how systematic have examined the issues raised.

Nearly a third of all the resolutions for the Conference in two weeks were peace studies, with calls for the ending of political indoctrination. It is now time for the peace studies, with calls for the ending of political indoctrination. It is now time for the peace studies, with calls for the ending of political indoctrination.

"Detailed description of the book is by no means complete, and reading will be a little tedious, but it is a well-written and all-embracing. From a book about a course on special education

Using biology to combat prejudice

by Susannah Kirkman

Syllabuses for 16-plus courses in biology should deal with the biological differences between races, including the debate on race and intelligence, as a means of combating prejudice and challenging pseudo-scientific myths about racial differences, says a Schools Council report published today.

The study of common Third World diseases such as sickle-cell anaemia should also be included, as well as comparisons of life-expectancy in the West and developing countries.

The report says that biology syllabuses with a multi-cultural element could help to reduce racism.

Standard textbooks often portray Third World peoples as "starving mas-

ses dependent on Western technology," says the report. It suggests discussing folk medicine such as acupuncture and homeopathy, and contrasting diet-deficiency diseases with obesity and diet-related heart disease.

As for nutrition, examples should include foods used by cultural minorities and tests for starch should be made on chappatis and pitta as well as potatoes.

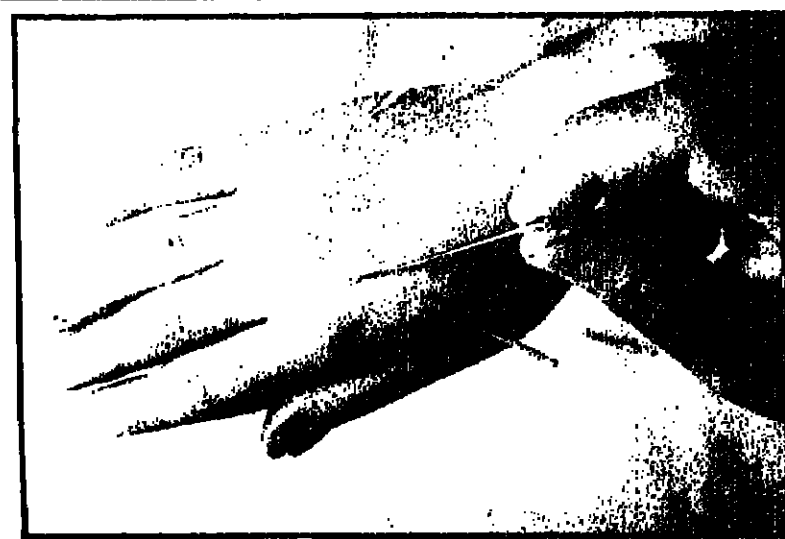
And study of the skin should deal with the significance of pigmentation, melanin and carotene.

Teaching about parental care could introduce child care in other societies and the use of contraceptive programmes, with the drug depo provera and

enforced sterilisation as examples of controversial birth control.

The report criticises the colloquial language used in many exam papers which discriminates against some pupils from ethnic minorities. On a multiple choice paper asking children to relate slogans to dietary needs, "Cod liver oil builds babies' bones" would be better than "Cod liver oil builds bonny babies," says the report.

*Assessment in a Multicultural Society: Biology at 16 plus by Michael Vance (Schools Council programme pamphlet) is published by and available from Longman Resources Unit, 33-35 Tanner Row, York price £3.00.



Acupuncture . . . deserves a place in 16-plus biology courses.

Coal shortage threatens to close Welsh schools

by Richard Garner

Hundreds of schools in Wales face the prospect of closure next month because the six-month-old miners' strike has run down their fuel stocks.

The worst-hit is Labour-controlled Mid Glamorgan County Council where teachers' leaders have been told to shut up to 300 of the authority's 480 schools could be at risk.

Mr Phil Mantle, Welsh executive member of the National Union of Teachers, said: "We have already met the authority to discuss the situation and they have decided to concentrate

on keeping examination classes going. "Luckily, many of the schools do have some areas in them which can be heated—so examination classes will be transferred to schools where there is some heating."

"The NUM has been very keen to help the authority because it provided free meals for the miners' children during the summer but there's not a lot that can be done because there's none of this particular kind of coal to be delivered."

In Gwent, the authority said four of its schools could be at risk because they relied on this type of fuel and West Glamorgan said two of its schools posed difficulties.

In Dyfed officers say it is "tough and go" whether they will be able to escape without schools closing after the "heating season" begins on October 1. Some schools have been unable to stockpile winter supplies during the summer holidays in the same way they would normally do—because of the fuel shortage.

Meanwhile, the executive of the National Union of Teachers has agreed to allow a voluntary collection of time—while other staff fill in 25.6 per cent of the time.

Sickness accounted for 49.9 per cent



Welsh miners on the march . . .

Catch'em young plan 'morally inappropriate'

by Bert Lodge

The National Association for Outdoor Education has refused to back a project aimed at picking out potential vandals at primary schools and sending them on adventure courses.

The scheme, Catch'em young, was initiated recently by Mr Terry Casey, former general secretary of the National Association of Schoolmasters and Union of Women Teachers.

But in a letter to Mr Casey, the NAOE's chairman, Mr Roger Orgill, criticized the project and calls the selection of nine-year-olds for such attention "morally inappropriate". The NAOE acknowledges that the project may be significant in achieving publicity for an important and defendable approach to learning. But Mr Orgill writes: "Classroom disruption and vandalism are but two surface manifestations of disaffection."

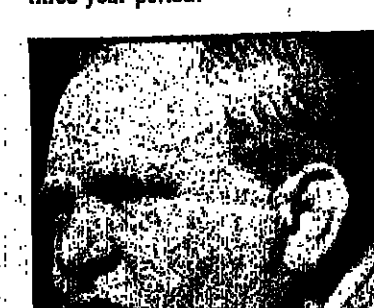
The letter goes on: "Even the most enthusiastic exponent of educational outdoor pursuits would not claim that adventurous activities are a panacea for all anti-social behaviour. It is normally inappropriate to focus such attention on selected individuals of the years of age. They are not the potential instruments whereby it might be created."

The letter criticizes the project for giving no details of the curriculum at the outdoor pursuits centre. It emphasizes that the role of the teacher accompanying the boy from his school

would be crucial. At the same time, it says, labelling a child as "at risk" may be counter-productive.

The NAOE concludes that any additional funding for educational outdoor pursuits is useful, but the allocation of resources to this particular project is a matter for concern both because of its inherent limitations and because it may divert public attention from the wider application of educational outdoor pursuits.

The NAOE executive considered details of Catch'em young, supplied by Mr Casey, at its September 8 meeting. It noted that Sir Keith Joseph, Education Secretary, had promised £45,000 for researching the scheme over a three-year period.



Terry Casey

State funds available for guilty six

by Paul McGill

The Northern Ireland Department of Education has agreed that compensation can be paid out of public funds to six members of a school management committee found guilty of discrimination against a job applicant.

It is willing to approve an ex gratia payment of up to £1,500 to the governors of Maghera High School, who had lost a county court action for compensation.

The case was brought by Mrs Helen Linton under the legislation which outlawed discrimination on the grounds of religion or politics.

She claimed that the six managers turned her down for a job as school cleaner in 1982 because her husband, a member of the Democratic Unionist Party, had won a local government seat the previous year from the sitting Unionist, Mr Emond Thompson who was one of the school managers.

The case went to Maghera county court where the judge found in Mrs Linton's favour. The managers agreed to pay £1,500 compensation and to appoint her to the next suitable vacancy.

Subsequently, the chief officer of the board, Mr Robert Hamilton, said the education department had indicated its approval should the board wish to pay up to £1,500 to the six people involved.

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Terry Casey

Study supports case for more parental involvement

Two Coventry teachers have produced "cast iron" evidence that standards in primary schools can improve dramatically if parents are involved in reading schemes and other aspects of children's learning.

Addressing the South of England conference of the National Association for Primary Education, they urged schools to take up the challenge of parental involvement. Mr John Rennie and Mrs Flo Robinson from Coventry's Community Education Development Centre were discussing the findings of a book published by the centre this week called *Raising Standards*.

It presents an evaluation, reported previously in *The TES*, of reading standards among 1,000 7-8-year-olds in Coventry, and shows that children from poor, working-class homes, attending schools with parental involvement schemes, have reading scores at least as high as middle-class children.

Mr Rennie said it was alarming that the same cohort of poor children was now three to four years ahead in reading, compared with children from equally deprived homes whose schools had not established strong links with parents.

Mrs Robinson described her work during the 1970s as head of Annie Osborn infant school in Coventry—known locally as "Annie's". When she was appointed in 1971, 45 per cent of the infants were classed as "non-readers"; she had been told that they were "not ready" for reading and that their parents had a "negative attitude" towards reading and school generally. Her first priority was to get to know the area where her pupils lived.

Sarah Bayliss reports from the South of England conference of the National Association for Primary Education

knew I had to get to know my patch—that's the first essential for every head," she told the conference, which was held in Whitelands College, South London.

She always offered to take children home if they were ill and quickly discovered harsh living conditions and a fear of teachers and education. In seven years she met only one parent who had received further education after school; "They were all failures of the system."

She established early on that parents did care and wanted their children to do better at school than they had done. Likewise, her staff was dedicated and hard working. "But we were living in two different worlds—school and home, 'them' and 'us'. We had to come together in the best interests of the children."

She turned her office into a more comfortable room with toys on the floor. "I wanted those Mums to feel comfortable in school because they'd never been comfortable before. She started 'family' assemblies once a week which were not 'a great performance' but simple occasions with a popular song and celebration of birthdays, followed by an early play-

time for the children and tea for the staff and parents.

Soon the parents had got involved in reading with their children and started a class of their own which finally led to O level passes in English language. In the first group no one had even sat CSEs at secondary school.

Over the decade Coventry had developed a strong policy supporting community education and schools were provided with advisory teachers. In 1983 there were 70 self-education groups among parents and there had been hundreds of passes at O level—qualifications which the parents were eager to hold. They were now taking A levels.

Mrs Robinson urged heads to persist with the 40 per cent of parents whom she had always found most difficult to get into school. "There's no easy way, you've got to keep going out to them."

She observed that weak teachers could become stronger through involvement with parents. "If you've got an adult in your classroom you know you must explain very fully and be clear in your own mind what you are doing."

Schools which were beginning to involve parents for the first time could begin "gently" with a family assembly once a month. They could also start a "Getting ready for school" group for parents and young children. There could be four sessions, taken by the head or reception class teacher, each with a title such as "Storytelling", showing parents how they could participate in their children's education.

"Very early on parents can feel a tremendous loyalty towards your school," she said.



Many East End Bangladeshis have a rich cultural, and family, life.

Bilingual pupils not disadvantaged

Children's abilities are being seriously underestimated because schools have judged them and their families to be "deprived", according to a member of the Thomas Committee of Inquiry into achievement in Inner London's primary schools.

One of the worst mistakes that teachers make is to class bilingual Asian children as "disadvantaged", said Ms Valerie Emblem, a teacher at Thomas Buxton infants' school in Shoreham. "To be bilingual in Bengali and English is never seen as a bonus," Ms Emblem told the conference, whose theme was Community Involvement Today, for Tomorrow. "If the language was French, then it would be seen as a big bonus."

Ms Emblem told the audience of heads, teachers and parents that West Indian children suffered particularly from the feeling that their home background and language was deemed inferior by teachers.

Her experience in an East End school with 95 per cent of its pupils from Bangladesh had taught her not to place too much emphasis on the way infant children expressed themselves. "Without meaning any harm we often reject the way children say things. From my experience I would say, listen to what the children are telling you. Don't worry all the time about how it's being said."

Ms Emblem, who spent last year in India, Pakistan and Bangladesh on an Inner London scholarship known as the Sir William Houghton Scholarship, urged primary teachers to get to know their pupils' backgrounds. "The more you know their families the more you will appreciate their strengths." The primary notion that teachers must "start from where the child is" required all teachers to understand their pupils' homes.

She described how the Thomas Buxton infants' school had changed six years ago into a school where most children arrived with no knowledge of English. The majority came from a small, rural district in Bangladesh.

They had a rich cultural, and family, life, and she did not see the deprived; teachers who judge the deprived ran the risk of estimating their ability and of doing too little. She recognized the education they are going to have, good, strong life here."

The changing nature of the school had forced staff to rethink attitudes towards teaching and learning. They had rejected the "pieces of advice. One was to teach in English should be a priority, disregarding the role of children's development and education; the second was that the school should be left alone to 'go English' as they went along. The strategy was to allow children to communicate in every way possible through their own language, and to use that as a bridge to English."

She believed that from very early on their level of understanding was infinitely greater than their teachers' say and then multiply it by 10. How much they can understand."

Ms Emblem showed her audience a video of herself working with three six-year-old boys, two of whom had been at school for one year. Through playing with a ball, the children talked about climbing, and while miming words, mostly English words.

Earlier, Ms Emblem explained it had been essential to involve children's community, but she believed their success provided an argument for every school to involve parents in the school and curriculum.

The staff needed to know taboos they must respect but they needed help on basic tasks like letters and notices.

Richard Garner scans the battle lines on pay now being drawn up by the unions

Ready to take action

Up and away... Romford teachers on a half-day strike.

The NAS/UWT has agreed to press for an early resumption of the salary restructuring talks—to approve the introduction of a two-year entry grade for the profession followed by a new main professional grade.

The NAS/UWT claim says that teachers on the entry grade should receive £7,100 a year going up to £7,250 a year—while those on the main professional grade would start at



£8,000 a year going up by 10 equal increments of £850 a year to £16,500. The figures are based on updating present pay figures to the maximum of scale four to the levels set by the Houghton inquiry—a rise of about 34 per cent.

In addition, the NAS/UWT would like responsibility allowances of £1,325 a year for just a few teachers who would be paid above the main profes-

sional grade. The allowance could be larger in bigger schools.

In return for all this, the union is prepared to reach agreement on the assessment of teachers who move from the entry grade to the main professional grade—and is ready to recognize that such a package will carry conditions of service implications.

As for headteachers' pay, the union believes the different salary groupings

should be cut from 14 to six. Detailed figures have not been worked out by the union for the pay levels—but headteachers on the second smallest tier of schools (those having between eight and 19 teachers) should receive £19,000 a year. Deputy heads, says the union, should receive 80 per cent of the head's salary.

The union also welcomes moves by the authorities to discuss a separate contract for lunchtime supervision—and has already pressed for overtime payments for teachers who supervise.

However, the union has also put forward an interim claim for a flat rate rise of £500 a year—plus average non-manual worker earnings—if sufficient progress is not made in the structure talks.

The union says this is because 60 per cent of its members are trapped on scales one and two—and are particularly in need of an urgent pay boost.

Discontent is also brewing among university lecturers, who are set to receive a pay rise of 4.6 per cent after arbitration. The deal was condemned this week by the Association of University Teachers as "appalling" and by the vice-chancellors' committee as more than they could offer.

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Communities work 'through sharing'

Primary schools are in a much better position than secondaries to involve parents and local people since their intakes reflect small, close-knit communities.

"You have got a lot to share with your neighbours," said Mrs Anne Jones, head of Cranford community school in Hounslow, who gave an address alongside Martin Emerson, Cranford's community warden.

Mrs Jones said that the biggest compliment she could pay Cranford was to say it worked rather like a primary school; pupils' learning was directly related to their environment wherever possible—all pupils did community work with the needy and a course of work experience.

Cranford had 1,200 pupils on roll, but 1,000 adults also attended classes, and 1,000 young people, some of them pupils, attended youth clubs. There were 1,500 people who used the school's sports facilities. The school toddlers and a creche was being started this term to serve parents attending adult classes; both of these facilities were linked to child care courses in the school.

"At the end of their school career we hope our pupils have an understanding of how the world works, of what it's like to be an adult and some sense of responsibility towards their community."

Cranford's curriculum award page 25

Rising school rolls spell optimism

Primary education could be on the brink of a more promising future with morale being boosted by rising numbers of pupils, said Mr John Coe, Chairman of NAEPE, in his closing address.

While regretting that the Government seemed intent on "proscriptive intervention" in the curriculum by laying down subject areas, Mr Coe believed that with local authority support, teachers could afford to be optimistic about the future.

Within the next year, the drop in pupil numbers would be almost over; rising numbers from then onwards would bring confidence and expansion.

He urged local authorities to see the clear advantages of parental involvement and to make schools the focus of community life. Voluntary agencies such as the Citizens Advice Bureau had burgeoned in the last five years and in future these should be housed in school premises alongside postnatal and toddler groups.

Referring to Coventry's example, he said that other local authorities should appoint community education coordinators to advise and encourage schools on ways of getting out into the world as well as bringing the world into school.



John Coe

The results of the "Headstart" programme in America were a "startling

example; the health, housing and education of families was given support and the children thrived. Coe said he believed that more and more young children and their families were a saving for the nation as a whole.

Mr Coe, who was formerly a shire's primary inspector but now divides his time between Oxford and an academic appointment at the University of London's Institute of Education, reminded his audience that teachers had already taken "bold" steps by involving parents in their own education.

But from his own experience, he knew that the traditional divide between home and school still prevented parents from delivering their children to the school gate and on further. They must change their attitude.

He went on: "The finest schools are even finer when it acknowledges the powerful contribution of every parent. However much we have tried, sociologists might have been right as disadvantaged."

Announcements

NAEA
National Association for Education in the Arts

1984 NATIONAL CONGRESS AND AGM

Friday 9th–Sunday 11th November

Theme: THE ARTS: WORKING TOGETHER

Speakers: DAVID HARGREAVES, HAROLD OSBORNE

Events: reception, exhibition (including National Book League's 'The Arts in Education'), working groups on 'Arts in Primary Schools', 'Arts and the Core Curriculum', 'Integration', 'Assessment', lectures, seminars, workshops, performances.

Venue: Institute of Education, University of London, Bedford Way, London WC1.

Congress details: Peter Stedman, Conference Coordinator, Rose Cottage, Mill Lane, Shearby, Leicestershire LE17 6PW.

NAEA gratefully acknowledges the support of: Boosey & Hawkes, Calouste Gulbenkian Foundation, IBM, Legat and General, National Book League.

Bert Lodge reports from the annual meeting of the Headmasters' Conference at Sussex University

State school staff blamed for low status of teaching

The chairman of the top public school teachers' club this week blamed teachers in state schools and their trainers for the profession's low status. Speaking at the annual meeting of the Headmasters' Conference, to which 230 of the country's leading public school heads belong, Mr David Emms, Master of Dulwich College, also welcomed moves by Sir Keith Joseph, Education Secretary, towards a more standardized curriculum and urged his fellow heads to support the introduction of AS levels, the briefer syllabus exams for A level students.

In addition, he suggested scrapping Common Entrance, the examination public schools have used for 80 years to test would-be pupils.

As a vocation, teaching had always offered rates of pay that compared unfavourably with those of other professions, Mr Emms said. "But in stipulating what they will not do, in building parameters about their responsibilities, teachers do little service either to the public esteem of their profession or indeed to their own self-esteem."

Teaching demanded dedication, in and out of school. It was admittedly exhausting, particularly today, and supremely so in difficult urban areas. Yet it had its long holidays and intangible rewards found in pupil achievement and in recognition.

"Teaching willy nilly over a minefield, I consider that teacher training colleges and institutes of education must accept a portion of the blame for the sad situation. There have been too many erratic ideas advanced in the last 25 years, springing from a general confusion over the concept of authority."

However popular or democratic a teacher was he or she had to be respected for clear high standards overall, he said. "I think this has been seriously underplayed... Perhaps there has been too much sociology and psychology of education and too little of classroom craft and of that essential rigour to which children of whatever calibre respond?"

The Education Secretary was keen on national standards and on a national curriculum - "not a national syllabus along Napoleonic lines but a framework in which the professional

activities of teachers, including their choice of teaching approaches and teaching methods can be worked out and then evaluated within the school. "I welcome this because a substantial element of centralism seems logical to me. I look with amused approval at the Baccalaureate whose cycles may be varied from year to year to match the national need."

Mr Emms deplored the narrowness of the three-A level system. The hallowed combinations of arts or of science-maths subjects produced arts men and women ill-equipped for technology and "scientists" grievously short on communication skills. Now Sir Keith had proposed AS levels, courses of A level depth but only half as long. "I am sure we must support it... AS levels could be the beginnings of that vital bridge across the arts-sciences divide."

He pleaded for the burden of the Common Entrance exam to be lifted off the backs of prep school children. It was extraordinary that boys and girls of 13 were subjected to a three or four-day exam for entry into a secondary school for which they were most likely to be acceptable anyway. So many prep school heads had said the exam hindered the true education of their pupils by limiting the creative side.

"Why not scrap it altogether, have a one-day examination at 11 on the clear understanding that no child would transfer until 13 and use the intervening two years for a truly stimulating and broadening and liberal education experience?"

Mr Emms also suggested scrapping exams for scholarships and using scholarship funds for means-related bursaries.

He referred to a recent report on in-service training of staff in HMC schools. It showed they were miles behind the maintained sector in terms of the numbers released for training each year. One head had suggested that membership of HMC for the next two years should depend upon how vigorously a school reacted to the report. "I am sure that head is right in his basic comment. We have got to revolutionize our practices with regard to the professional development of our staffs."



Public schools have taken a lead in science in the past...

If public schools ignore the major changes in science syllabuses soon to be proposed by a Government-appointed review body, the whole attempt to revolutionize science in schools will probably fail, the conference was told.

Mr Bob Finch, schools liaison officer for ICL, conceded that the current programme of separate subjects - maths, physics, chemistry and biology - enjoyed wide support among parents, specialist teachers, university science faculties and employers.

"Why on earth muddle with a winning formula?" he asked. "The answer is that it may be a winning formula for a few, but at a great cost to the education of the majority." Many young people were opting out of important areas of science at 13 or 14, girls often were offered nothing more than biology, and even pupils who persevered up to 16 often found the syllabus dull, narrow and unrelated to the problems of the real world.

Radical changes in science curriculum in which would emerge from the secondary science curriculum review would involve unprecedented numbers of teachers and local authorities and would set the scene for science teaching in the 1990s.

"But if HMC schools ignore it, it will probably fail... If the curriculum review fails to make a widespread impact, we shall have lost an opportunity to put things right. If the independent sector perseveres with the traditional menu without major reform of

Changes in science syllabuses essential

content and approach, we shall continue to miss the boat."

The science departments of public schools had in the past taken the lead in reforming and revitalizing science curricula. He hoped their staff would take up the challenge again and help design a balanced syllabus for all pupils, one which left room for the study of a second foreign language, or music, or craft design and technology.

Whether the review opted for separate sciences or integrated courses from 11-16, workable new curricula were unlikely to emerge without the active and imaginative participation of the science teachers in the independent sector.

The public schools had some of the best facilities for teaching science and engineering, some outstanding teachers and some very able potential scientists and engineers. It was important that some of these resources were

made available outside the schools.

"There are other aspects of education, particularly your immense experience and your impressive standards and facilities in music, sports, which could form the basis of imaginative partnerships with the schools. But I am particularly keen to see it develop in science teaching."

He wondered if the present were not tilted too far in the direction of measuring purely academic achievements - "our worship of figures and our ability to measure them. I believe we should keep some hold new steps in assessment."

Mr Finch said it was time the emphasis put on purely academic achievement, in favour of support to pupils' records of achievement, especially those which linked pupils in their construction of science for all pupils to age 16, AS levels and any other significant filtering and imperfect, which he increased breadth - and a university admission more choose to ignore them.

"We must grasp opportunities to re-shape our curriculum so that it meets those other aspects of education, not just the existing strand, or we shall simply drift further down the league table of the nations, less and less able to ourselves let alone others, reach the horizon for another major North Sea oil," he concluded.



Peter Newman

In-service training seen as valuable counter to racial bias

In-service training of teachers was the most important agency for eliminating racial discrimination in schools, Mr Peter Newman, chairman of the Commission for Racial Equality, told the conference.

But he dismissed the idea of simply sending staff on courses. "The word 'training' jars a little... I would prefer to trust the competence of teachers to work their way through the problems than rely on exposing them to, as it were, a race relations kit devised by others."

Asked outside the conference if this referred to the action of Bradford

education authority in writing to the city's heads suggesting they needed a racism awareness course, Mr Newman said if an authority in the maintained sector had a public policy they were right to promote it. "But my personal view is that the way to go about it is first secure a degree of acceptance of the policy and then confirm it by letter."

He reminded the conference that by the end of the decade to talk of black pupils would be to talk about exclusively of British-born children "for whom home is here".

The best estimate from the Office of

Population, Censuses and Surveys was that by 1991 the numbers of people in Britain of New Commonwealth and Pakistan origin would be about 5 or 6 per cent of the population. "That is the composition of the society into which HMC pupils will be entering."

It was difficult to measure just how much discrimination there was but he was confident change could be brought about. "The people who will bring about change in your schools, if identified and freed to do it, are sitting where they have always sat - in your own common rooms."

How Blimpishness was bred into Britain

British public schools have played a major part in developing a nation of Philistines, according to Sir Anthony Parsons, until recently foreign affairs adviser to the Prime Minister.

In a savage and amusing condemnation of Britain's "uneasy embarrassment" with cultural matters and the country's half-hearted commitment to an overseas cultural policy, Sir Anthony singled out the public schools in the nineteenth century for developing and cultural attitudes among the

imperial middle class - branded blimps - by promoting "patriotism" rather than internationalism, common sense rather than cleverness, pragmatism rather than intellectualism, loyalty and character rather than function rather than art.

The establishment of the British Council had, prompted "loud roars" from the House of Whitehall about the "waste of taxpayers' money" in breaking with tradition, the generation of

useless and laughable activities, the dispatch of Morris dancers to Outer Mongolia, outdoor relief for long-haired artists and, even more sinister and depraved, "intellectuals".

But cultural diplomacy was more necessary than ever to cement international friendships in a rapidly changing world, Sir Anthony argued.

He told his audience at the Royal Institute of International Affairs on Monday that he had known many examples of the power of cultural

ranging from revolutionary and even ministers whose attitudes softened by fond memories of British Council library in their own Prime Ministers who rose to power down to listen to the BBC news.

Sir Anthony also attacked government cuts in grants to overseas students. "It is monumentally shortsighted to erect financial obstacles to the benefit of our own people," he said.

Biddy Passmore sounds out union reactions to last week's TES/NOP survey on teachers' attitudes

Figuring out the implications

witness the public denigration of their commitment."

But there was surprise - and some dismay - about the widespread support for the Assisted Places Scheme. Mr Smithies wondered if the NAS/UWT and other unions had failed to explain adequately to ordinary teachers the

problems for state schools inherent in the scheme.

Mr Dawson of the PAT suggested that many teachers in state primary schools - where support for the scheme was strongest - retained "very big doubts" about comprehensives and thought the public schools were still

able to deliver the academic goods. "They want the best for their children," he said, "and they can see in the private sector fairly quiet, orderly schools where the classes are not very big and where teachers still look like teachers and are concerned to convey knowledge, whereas the comprehen-



Left: An identikit picture of the average teaching couple. Support for the Conservatives has waned, however.

sive down the road may be full of 'Lefties' who want to see the revolution come tomorrow."

On corporal punishment, he said the 52 per cent of teachers who voted against its abolition might have included some who opposed it but did not think a ban should be imposed arbitrarily, without discussion with teachers.

Both the NAHT and the NAS-UWT were depressed by the survey's revelation that classroom teachers support the Government's plan to put all new heads on two years' probation. If probation were introduced for heads, it wouldn't be long before it was introduced for classroom teachers too, they warned.



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Rock-bottom resources no bar to success

by Virginia Makins

Oxclose School in Washington, Tyne and Wear, is an "outstanding" community school. But it has to work with "barely adequate" resources, and has "less than satisfactory" accommodation for its rapidly-growing sixth form and community activities.

The school opened seven years ago. It has 1,220 pupils, with just over 100 in the sixth form. Thirty-two per cent of the pupils are entitled to free meals, and male unemployment in the catchment area is running at nearly 25 per cent.

Its attractive new buildings have problems - leaking roofs and bad heating and ventilation systems. Although capitulation had been equitably distributed, and the school's teaching materials had been well chosen and cared for, resources were short at many levels - textbooks, library books, consumables for design, chemistry and home economics.

The school has seen high staff turnover, and large numbers of inexperienced staff, not always with appropriate qualifications for the subjects they taught. But the core of senior staff had minimized the difficulties by innovative practice and hard work.

Academic and pastoral guidance and support systems are warmly praised. HMI says that the "elaborate and finely tuned" system works because it is rooted in the belief that pupils of all abilities can achieve well when the teaching methods and atmosphere are right.

Pupils are systematically taught to make their own decisions. There is a "courageous dialogue" in lessons and pupils work well together. Violent behaviour - whether physical or verbal - is successfully outlawed.

Although there is measurable under-achievement among pupils coming into the school, exam results are in many respects well above the national average. Staying on rates are also high for the area.

HMI suggest that some areas of the curriculum need review, and the pace of work for able students should be quickened. The sixth form needs some experienced new staff and extra resources to cater for the increasing numbers of stayers on.

The work of Borrow Hill Primary School at Staveley in Derbyshire is also hampered by poor resources. It is a village school with 124 four to 11-year-olds. Resources are "at best adequate" and for some subjects "poor".

HMI praises good relationships between teachers and pupils, and conscientious teaching of the basics. It recommends a broader curriculum, with more creative activities and learning from experience and investigation, particularly in the areas of history,

geography and science.

Local authority support for primary curriculum development and in-service had helped the staff at Cockerham Parochial Church of England Primary School in Lancashire to go in for serious curriculum planning.

The authority provided a part-time teacher for one session a week to free staff for curriculum work. The school has 70 children with three full time and two part-time teachers. HMI comments on the importance of part-timers in a small village school, both to relieve teachers and broaden the experience of children.

The standards of achievement and the breadth of the curriculum, are "notable", says HMI, even though the school had some significant constraints such as infant accommodation that did not allow for sand and water play, and a shortage of educational play materials, and books for science, history and geography.

At Oldbury on Severn Church of England Primary School at Thornbury in Bristol, HMI noted the importance of the good teacher pupil ratio (1:14.2) in a school where there is a wide age range in every class. The Inspector judged that, with the leadership of the

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Slough, Middlesex HA7 1AZ. Also available from I.E.A.s.

newish head, the school should have a very successful future.

Lindisfarne College in Cwtyd, Wales, should "urgently review" its work with remedial children and those with special needs, says HMI after a full inspection.

The college is an independent boarding and day school for 262 boys and girls aged 7 to 19. It caters for all abilities, including students with special needs and those whose first language is not English.

The inspector found the EFL provision good, but the remedial provision a "small unattractive area" which would be unsuitable even after conversion, where aims and methods were not clearly established, and



Ford County High for Boys... call for all round development

where the teacher had to provide for a wide range of difficulties.

If the school is to attempt to cater for the needs of disadvantaged children, the inspector says, there are inescapable implications in terms of staffing, accommodation and resources.

HMI praises the rich network of activities provided by the school, and its caring human relationships. They found academic standards "not unduly low", given the limited ability of some students and the insistence of some parents that their children go for inappropriate exam targets.

A major I.E.A. review of buildings and facilities is needed at Ford County High School for Boys, Barking, says HMI after a full inspection. But the school could do a lot to make the buildings more attractive without many extra resources.

The school is a boys' grammar for 770 pupils, and takes about 9 per cent of boys in the borough through independent school scholarships cream off some of the most able.

HMI found a number of subject areas where a lack of practical equipment affected the quality of learning. The library, run by the second master with no time allotted for library work, also presented problems.

Teaching was good overall, with relaxed and friendly relations, high standards, and a good amount of oral work. Some was too concentrated on the factual side of examination syllabuses. There was a wide-ranging extra-curricular programme.

Able boys achieved good results, but about a sixth of the 1983 year group did not realize the potential suggested by primary school assessments, and the needs of the relatively less able should be considered.

HMI suggests a more structured management approach, the introduction of careers education to the curriculum, and careful attention to aesthetic, creative, personal and social development. They also suggest a more systematic pastoral scheme.

Resource shortages are much more acute at Queen Elizabeth High School at Bromyard, in Hereford and Worcester. The state of maintenance, and decoration at the school "verges on the

Pupils with special needs getting poor deal

Pupils with special educational needs often get a poor deal in terms of curriculum, resources, help that matches their learning potential and difficulties, according to a new HMI survey of 32 Welsh day schools.

Even at the crucial stage of transition from primary school, their needs were not carefully assessed. Where they were, provision was often poor.

Secondary schools often ignore the needs of pupils with special needs. Instead they apply their own, frequently unsophisticated and unbased, tests without much regard to their limitations and uncertainties.

Remedial departments often provide a narrow curriculum, focusing on limited aspects of English and mathematics, and giving children few chances to use their hard-earned skills in other subjects.

Remedial teachers know their pupils well personally, but often know little about their potential and performance over a wide range of learning. They are not differentiated to meet individual difficulties or abilities, and do not concern themselves with the social value of the curriculum.

The HMI saw some good work by specialist teachers. But "bridge" aimed at giving slow learners a curriculum, often lacked both security of the remedial department and the range and challenge of the work.

Where children with difficulties were withdrawn from normal lessons, special work, often on reading, withdrawal work is rarely seen. Their particular problems. They make progress on a narrow range of reading skills but miss out on the continuity and interest of work in normal class.

Mixed ability teaching presents problems for both faster and slower learners when it focuses on the middle, and tried to keep the class on one pace, although in certain circumstances, some low ability pupils do better.

HMI found that the essential requirements for good work with pupils with special needs were good schools. Relationships were good, pupils, whatever their abilities, were respected, and less able pupils had an integral part of the school in mainstream.

The main need was for the curriculum of pupils in difficulties to be planned and staffed with the same care as that of other pupils.

A Survey of Provision for Special Educational Needs in the Ordinary (secondary), Welsh Office.

Inspectors urged to take lead

Susannah Kirkman reports on the National Association of Inspectors and Educational Advisers' Swansea conference

were on a different planet.

Teachers and I.E.A.s were too often dismissive of parents, Dr Hargreaves said. The ILEA was one of the few local authorities to have parents' committees, yet a stronger link with parents would build up trust and understanding in what teachers were doing and would help authorities to be more open about their policies.

Local authorities should also give more attention to smoothing the transition between primary and secondary schools, Dr Hargreaves proposed. Some large I.E.A.s had separate inspectors for primary and secondary schools, which widened the gulf between them.

He also criticized the parochial atti-

tudes of most I.E.A.s to curriculum development, urging authorities to publish their own reports on what was happening in their schools so that their experience could be pooled.

Many I.E.A.s lacked a coherent policy on in-service training and staff development, Dr Hargreaves claimed. He said that schools would improve when the professional needs of the staff were held in balance with the needs of the school - and in this, I.E.A. advisers had a vital role to play.

Yet Dr Hargreaves admitted that inspectors and advisers were already overworked. A third of local authorities had no chief inspectors or advisers, although the growth of in-service training based in the schools had doubled the workload of local authority advisers.

It was up to the inspectors and advisers, he said, to make sure that their education committees understood the value of the training they were giving teachers. "It's a distasteful job to have to promote our own success when we have always hidden it, but we have to set the record straight if we are to get the extra inspectors we need," he told the conference.



David Hargreaves

Pupils 'trained for yesterday'

Britain's secondary schools are training pupils for a conventional labour market which no longer exists, Professor Charles Handy of the London Business School told the conference.

Professor Handy said that one in two employees were now working part-time or freelance rather than in full-time staff jobs, and that these trends were growing. "In future, people are no longer going to be able to say: 'I'm fixed up for life'," he said.

Only a small minority would need the academic credentials provided by schools. What would be needed instead was a flexible labour force with the

creative and practical skills which schools seemed unable to provide.

He criticized the hierarchical organization of schools as a poor preparation for working life. "What place of work would set someone a different task and different working environment every 35 minutes, or give them 10 different bosses?" he asked.

Professor Handy described secondary school pupils as products, rather than workers. "They're stamped at the end and some are put into the reject bin."

YTS was an eye-opener for employers because they were told that

young people were failures and yet found that they would work creatively, he said.

Schools had to find a new way of giving credentials. He suggested that age-related exams should be ended as they inevitably led to norm-referencing. Children should instead take exams when they were ready for them.

With the growth in MSC spending and the boom in do-it-yourself books, education was the biggest growth sector in the economy, but schools were lagging behind instead of leading, the professor argued.

HMI allays fears of local inspections

Mr Eric Bolton, senior chief HMI, assured the conference that there was no intention centrally for local advisers to take on HMI inspections of schools.

The NAIEA had voiced fears of attempts to push local advisory work towards formal inspections.

Mr Bolton said: "There is no belief within the Inspectorate that HMI could do the work of local advisory services nor any desire to encourage local services to become smaller versions of the national Inspectorate."

In his presidential address, Mr Brian Smith, senior adviser with Leeds, said: "We must resist those who would attempt to set up barriers between advisers, inspectors and head teachers and their staff and between advisers and HMI. For what reason I know not because at local level these are the secure relationships upon which we all depend. Perhaps more shared activities in the development of all the personnel within the service could help to breach some of the artificial barriers."

At a time when the role is being reviewed at local and national level we must take a positive stance looking forward to the future. Our position as the "eyes and ears" and "conscience" of the authority, the "critical friend" of head teachers and their staff needs to be reinforced and not undermined."

He added: "We believe we are an essential element to the national and regional scene, paradoxically just because of our very locally rooted service, and it is by our actions on behalf of our local clients that we are judged. Let us be united in our approach and be seen to be equal partners in the tasks we undertake."

Salaries gobble up the lion's share

Salaries swallowed up almost two thirds of the £11 billion that English local authorities spent on education in 1982-83, according to a new statistical bulletin from the Department of Education.

Teachers absorbed 52 per cent of the money, non-teaching staff and administrators 9 per cent and education support staff a further 4 per cent.

The Cinderella of the local education service, as usual, was books, which accounted for only 0.8 per cent of authorities' current spending.

After deducting the £800m I.E.A.s received in income, their net spending was £10.2 billion. Central government spent a further £1.2 billion on education (mostly on universities) and central and local government together spent about £500 million on their education building programme.

Those figures bring total net education spending in 1982-83 to some £11.9 billion, £800 million more in cash than the year before but only £0.1 billion more in real terms.



Books still the Cinderella

Secondary schools absorbed the greatest share - 30.7 per cent - of the education budget, followed by primary schools (22.3 per cent), further education (12.8 per cent) and universities (10.4 per cent). Nursery schools took up a paltry 0.3 per cent of the total.

Spending per pupil rose in primary and secondary schools between 1980-81 and 1982-83, although it fell for pupils over 16 as the numbers staying on increased. Spending per student in further education dropped over 10 per

cent over the same period, as two years at colleges and polytechnics had to squeeze in more students with static or declining resources.

Of the average unit cost of £683 per pupil in 1982-83, £476 was accounted for by spending on teachers and a further £23 by spending on other staff, making 85 per cent of the total. Premises took £92 and £21 went on books and equipment. In secondary schools, a slightly smaller proportion - 80 per cent - of the average cost of £932 - went off staff.

A comparison of spending by different types of authority shows, not surprisingly, that London authorities are most generous: on every count, average less than other authorities. Metropolitan districts spend on equipment than either non-metropolitan counties or London authorities.

Statistical Bulletin 1084, available from the Statistics Branch, Department of Education and Science, Elizabeth House, York Road, London SE1 7PH.

Truancy poses few problems for 'sin-bins'

by Mike Durham

Attendance records of more than 90 per cent are claimed in most Special Units for disruptive children in England and Wales.

According to a survey of 132 units - the so-called "sin-bins" - by the Social Education Research Project, truancy is not considered a problem.

Of the units surveyed, 60 per cent claimed attendance rates of 90 per cent or more. "Given the disaffected behaviour of these pupils when attending school, this finding has the appearance of an extraordinary achievement," says the report.

But it notes that units might have "a natural tendency to promote a positive view". The survey found there are about 400 units located away from schools, run by I.E.A.s, social services, departments of voluntary agencies. In 1978

there were 168. Altogether about 7,000 disruptive children can be accommodated in I.E.A. units the average length of stay over a year, but in other units it is shorter terms.

The survey disclosed that 35 per cent of children eventually go back to school - either their original school or a new one. But no records are kept of what subsequently happens to those who do not.

A Survey of Off-Site Units in England and Wales, Social Education Research Project, Centre for Advanced Studies in Education, Occasional Paper No 2. Available from Training, Education and Teacher Training, 9, Bourne Road, Edgbaston, Birmingham B15 2TT.

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NEWS

Freud slams OU budget cuts

Biddy Passmore reports on the Liberal Assembly in Bournemouth



Clement Freud: OU not a dispensable luxury

A vigorous attack on the Government's proposed cut in the Open University's funding was made during the debate on higher education by Mr Clement Freud MP, the party's education spokesman.

Cutting its budget by £13m over three years was the action of a "rotten government... hell-bent on petty-bogging bureaucracy," he said, and would erode the very foundations of a great innovative institution.

The OU, described at its inception as "the university of the second chance", had now become for many "the university of the only chance", and could not be treated as some dispensable luxury.

"If there is the cutback they threaten, what will be left for the prisoner, the soldier, the housebound, the handicapped, and all those who do not fit the conventional stereotype of the 18 year old university entrant?", he asked.

Mr Freud was speaking in support of the motion, to which he successfully moved an amendment calling for "an expanded and fully funded Open University".

The motion condemned the Government's projected cuts in higher education and called instead for reforms including the creation of an admissions system that would allow for different modes of entry, more opportunities for bridging and part-time courses, and credit transfer between levels and types of institution.

It also urged greater accountability in higher education, with the creation

of a representative Higher Education Council to scrutinize government policy and the opening up of all decision-making to public and parliamentary scrutiny.

"If ever there was a case for a Freedom of Information Act, it is the University Grants Committee," Mr Alan Leaman said as he was moving the motion; nobody could really explain the rationale for the 1981 cuts.

The motion was criticized by several

speakers for being "fobby" and failing to address the problem of finance.

For instance, Mrs Pam Johnston, an Oxfordshire councillor, stressed the need to provide an adequate grant for all students, regardless of past academic achievements.

Oxfordshire had cut its discretionary grants budget by £1m a year over the past four years, she said.

And Mr Ian Watters, of Reading's Union of Liberal Students, said that

living on a grant was "typically worse than supplementary benefit". Referring to the Government's halving of the minimum grant, he remarked: "Just as the roof is sagging, the floor is dropping away".

Conference delegates were strongly in favour of ending the emphasis on purely academic qualifications for entry to higher education. They backed speakers who supported the reformulation of the Robbins principle put forward by the UGC and the National Advisory Body in their advice to the Government two weeks ago. This would promise courses of higher education for all those "able to benefit" rather than "qualified by ability and attainment".

"Very often what A levels measure is not the quality of students but the quality of the sixth form education they've received," Mr David Evans of Chester said.

Replying to the debate, Mr Leaman, who chairs the Liberal educational panel, said the party did not need to reaffirm its policy on grants, which was "firm and long-standing".

Having written this motion, having spent a long time on it, please don't throw it out because it's fobby," he said.

After such an endearing plea, only three delegates had the heart to oppose it.

A motion urging the restriction on sales of glue and solvents to retailers licensed to sell them was passed by the assembly. It also called on the Government to conduct a wide-ranging programme on the dangers of drug abuse, especially in schools.

Librarians charged with 'social change'

by Gillian Klein

Librarians have been called to regard themselves as agents of change, and not of social control. As such, they have an important role, as conveyors of ideas through today into tomorrow. According to Professor Chris Mullard's seminar on Libraries and Race at the annual Library Association Conference, in Brighton 1 month ago.

Professor Mullard, who offered a radical alternative, invited librarians to take an ethical and moral stance: their role and become agents of change. If they do not they will be agents of social control and the guardians of institutional racism.

Society, by accepting cultural diversity in a way that ensures that a "culture hierarchy" with white culture at the top and the "celebration" of black culture at the bottom, institutionalized black culture that is racist. Thus the "multicultural" book sections of libraries are part of racism as the unacknowledged body of the traditional collection.

About a quarter of the 80 people at the seminar were Ethnic Minority Community Librarians which means they have one or more "communities" (generally Asian) languages.

"The creation of posts of Community Librarian is one example of the society's institutionalization of multiculturalism which has racist characteristics and is a process of social control, or even social extermination," Professor Mullard said. Black librarians should guard against being seen as one area in which they are designated "experts" and to get out into the overall library service.



'Culture hierarchy'

are Wakefield, which enjoys the wholehearted support of the district's library service and the voluntary dedication of a full time lecturer at Bretteon Hall College; and Huddersfield, which is expecting 200 students after an "overwhelming response" to an ambitious programme which it is about to launch this autumn with the full co-operation of the local authority's social services department. Oxford, by contrast, has no connections with any outside organizations, other than through the sympathetic provision of a room by the WEA.

None of the groups pays its tutors, though some pay travelling expenses, and the idea of each member acting as teacher as well as learner (an essential feature of the original concept) seems to be rare in practice.

This lack of consistency, other than in negative terms, made it difficult for the conference to achieve the degree of common purpose which new organizations need to stimulate members to fresh endeavours. The annual meeting eventually decided not to elect a committee, but to invite the self-appointed individuals to continue in existence for a further year. It also rejected an unnecessary resolution calling for a lower age limit of 50 years for U3A students, preferring to rely on a membership of "retired persons of all ages".

organizers funded by the Manpower Services Commission, devotes much of its time to the older unemployed and has contacts with 1,500 students. Preston, where the MSC employs three part-time organizers working with the local polytechnic, involves its members in the solution of domestic problems like overgrown gardens, thus creating "a wide range of expectations".

In London, the enthusiastic support of Professor Brian Groombridge led to the secondment of a full-time member of the extra-mural staff for one year. The branch now has 720 members and also claims to have stimulated the development of many more classes for retired people by the traditional institutions.

Bradford has the support of a Leeds extra-mural tutor employed to provide support for retired people. Among the more successful groups

Frank Pedley on the conflicting views voiced at U3A's first formal conference

Speaking at the first formal annual conference of the University of the Third Age at Keele University recently, Sir Roy Shaw, formerly secretary-general of the Arts Council and a participant in the early discussions on the formation of U3A, warned against the debasement of the word "university". He urged the new organization to follow the example of the Open University by retaining the standards of scholarship which had imbued the classes of the great adult educators of the past.

The Newman concept of a university was challenged by Dr Peter Laslett of Cambridge University, who nonetheless felt strongly that U3A should include research among its objectives. It was also disputed by Dr Eric Midwinter, who conceived the new organization as "an educational co-operative", in which every member would be a teacher and a learner, run with minimal professional involvement (see Platform, page 4).

Public disagreements between speakers were, however, less significant than the disparity between affiliated groups, which became obvious during the conference. Dianna Norrill, Executive Secretary, reported that there were now 42 active branches, and that 23 were affiliated to the national body. After the 'aimless growth' of the

A university still defining its rôle

first two years, U3A was entering its third year with the assistance of two part-time organizers and a newspaper published three times a year under its new title of *The Third Age*.

Representatives of 19 groups presented verbal progress reports. All had responded to their autonomous status by developing in widely different ways. Cambridge has 350 members, paying fees of £20 a year, who meet in each other's homes and employ two part-time secretaries to cope with their administration, as well as having a volunteer Director of Studies.

By contrast, a 50-member village group in Northamptonshire meets in the village hall, includes yoga and medical check-ups among its activities, and confessed: "We are not frantically intellectual, but we are working on it". Devon branch is run by professional

organizers funded by the Manpower Services Commission, devotes much of its time to the older unemployed and has contacts with 1,500 students.

High achievers lose out with O levels, SEC chief says

High fliers as well as low achievers are being penalized by the present O and CSE level exams, Sir Wilfred Cockcroft told Welsh secondary school heads at their conference at UWIST, Cardiff, last weekend.

Sir Wilfred, chairman of the Secondary Examinations Council, told the Welsh heads' association: "O level maths, for example, doesn't sufficiently stretch the A and B grade achiever."

He was introducing heads to the new GCSE exam, in which up to 30 per cent of marks will be allocated by teachers' continuous assessment, writes John Smith.

Those currently involved in CSE Mode 3 will not regard this as a new departure, but to familiarize all teachers with external exam assessment methods, in-service training is planned. The new exam will cater for 50 per cent of 16-year olds, whereas the present O and CSE levels were intended for the top 60 per cent.

"GCSE will allow pupils to say what they know and what they don't know," Sir Wilfred ex-

plained. A range of papers of increasing difficulty will be set in each subject so that all abilities will be catered for. This is not the case at present.

He recognized that the exam boards have to work quickly to implement the exam. Syllabuses have to be developed by 1986 if pupils are to sit GCSE in 1988-89. Turning his attention to the proposed AS exams for sixth formers, Sir Wilfred insisted that the university's stamp of approval was essential if they were to be accepted.

Women in education was another topic of discussion. Baroness White, chairman of the UWIST council, observed that of the 94 head teachers present only seven were women. Recruiting girls to engineering was discussed by UWIST's Dr Caryl Cresswell, the only woman engineering lecturer in Wales. "There is a shortage of qualified women engineers," she said. "Only 8.5 per cent of engineering students in British universities are women, but we are hoping to improve the situation this year, as it's Women in



Sir Wilfred Cockcroft, chairman of the Secondary Examinations Council, speaking at the UWIST conference.

valuable, enabling sixth formers to spend a week at a university engineering department doing laboratory work, visiting to companies and acquiring information on sponsorship schemes. While emphasizing the need for women engineers, Dr Cresswell also stressed the need for more women academics. UWIST, for example, has only 12 women lecturers - 4.8 per cent of the staff.

Dr Elizabeth Hubbard student counsellor at the University of Wales College of medicine, said girls now account for 40 to 50 per cent of medical school intake. At Cardiff, where selection is by interview as well as A level grades, the figure rises to between 50 and 55 per cent. "But this doesn't mean that women doctors have equal opportunities," she said. "Family commitments often pose problems during postgraduate training, and few women are able to continue training to consultant level." Another problem was that few posts were opening up in traditional female specializations such as

obstetrics and gynaecology. However, improvements were progress. Re-training programmes were available for women who had been in the profession, job sharing was being considered, establishing were fresher specialisms in sports disciplines.

Finally, the conference looked at accessibility of universities. Cresswell, head of Bishop Gore Comprehensive, Swansea, saw universities as elitist, ogres controlling the curriculum and denying entry to 15 per cent of deserving candidates. Sixty-one thousand places had been lost between 1982 and 1984. "It was that took place when the age peaked," he said. "The result is a small and undernourished sector of society with the public sector flooded out by students who are out on their first choice." Mr Smith convinced that the remedy lay in emphasizing continuing education and encouraging open access.



Dartington Hall: seeking a new head

Dartington looks for fresh ideas

by Virginia Makins

Dartington Hall School is about to advertise for a new head. The first requirement for the job will be creative ideas about turning Dartington into a completely different kind of institution.

After the series of headline-grabbing crises last year, it is probable that Dartington will soon cease to exist as a normal, if progressive, boarding school for a wide range of pupils. Last week the school announced that Mr Roger Tibury, who took over as joint head after Dr Lyn Blackshaw's spectacular resignation, was to go on a long-planned sabbatical year, and that the Dartington trustees would look for a new head from outside the school.

Meanwhile, the school will be run by Mr Eric Adams, the other joint head, with assistance from Mr John Waits, ex-principal of Countesthorpe College in Leicestershire, who was brought in to replace an executive committee to rethink and relaunch the school after the Blackshaw resignation.

But with numbers down to 150 this term, and few signs of new pupils coming forward, Dartington is now gearing itself for much more radical change.

SDP calls for fairer shares

The SDP education policy group in its response to the Government's Green Paper *Parental Involvement in Schools* recommends that the "Taylor formula" should be adopted for all governing bodies. This allows for one quarter parents, one quarter teachers and one quarter co-opted.

The Government's proposal to give parents the majority is better than the present situation of political domination, says the SDP, but not the most sensible way of achieving the ideal partnership. No one interest group should predominate.

The SDP document *Reform of School Governance* Bodies which is published as No 3 of its series *Educational Matters* also says: "The Green Paper is misguided: it is only about one aspect of parental involvement; the Government's proposals are rigid and inflexible, allowing no representation to non-teaching staff and students who are old enough to vote; the Green Paper's wording is no clearer than the present situation."

Also, the proposal that additional training for all governors can be contained within existing tight budgets is unrealistic and the Green Paper is over-cautious in allocating additional powers to reformed governing bodies.

The SDP believes that, if reformed along the lines it proposes, governing bodies could exercise far greater responsibilities.

NEWS

Counties take another look at the traditional school year

Will four go into one?

by Mike Durham

That old hardy annual - the four-term year - has come round again with the setting-up of a feasibility study into the replacing of the traditional three-term school year.

The study, by a small group of education officers, is the brain-child of the Association of County Councils and could be followed by a pilot project on a regional basis.

It follows an internal report on the four-term year by Cambridgeshire I.C.A. which has been enthusiastically received by its education committee and chief officers.

The Cambridgeshire study concluded that there would be "distinct advantages" in switching to a four-term pattern despite a large number of practical difficulties.

It proposes four school terms of eight to ten weeks and four main holiday breaks, at Christmas, Easter, Summer and Autumn. Half-term holidays, they suggest, would disappear.

It would replace the usual pattern of three terms of different lengths, with a

long summer holiday and half-term breaks of a week in the middle of each term.

According to the study, the advantages of a four-term year include:
 □ A more balanced school year with easier timetabling and lesson planning.
 □ Examinations could be held at the end of the summer term, instead of the middle.

□ Shorter and more frequent holidays, to the advantage of teachers, pupils and parents.
 □ Easier maintenance of school buildings and lower heating costs.

But the disadvantages of the four-term system, the Cambridgeshire study found, might be:
 □ Terms too long for pupils and staff to cope with, especially without half-term breaks.

□ Shorter examination marking time.
 □ Objections from the holiday trade over the "compressed" summer holiday break.

□ Conflict with arrangements already

existing in other institutions, and with neighbouring I.C.A.s.

□ A higher incidence of the "new term syndrome" with disruption four times a year instead of three.

Mr Tom Hinds, Cambridgeshire's second assistant chief education officer, said the I.C.A. might embark on a pilot project if it won support from neighbouring authorities.

The main practical problem is that you get out of gear with examination boards and other institutions. But the education committee thinks there is a lot in the idea. There are no financial advantages - but pupils and teachers would benefit.

Cambridgeshire would need the support of neighbouring authorities such as Bedfordshire, Suffolk and Norfolk to carry out a pilot project because of the difficulties of carrying out an experiment in a single I.C.A.

The Association of Metropolitan Authorities is to be asked to participate in the feasibility study.

Don't teach politics on its own - minister

Political education has a valid place in the school curriculum, but it is preferable to teach it in connection with another subject, according to Mr Bob Dunn, junior education minister.

Teaching political education on its own could lead to many pupils receiving "a confusing and even contradictory picture," Mr Dunn told the Politics Association annual conference last week.

But Dr Jan Lister, professor of education at York University, said that teaching political education through history was totally ineffective. Education authorities used the indirect method as an alibi for failing to introduce political education he said.

In a recent national survey, 21 per cent of schools said they made no provision for political education. "Political education needs a deliberate, coherent approach," said Dr Lister. "Mr Dunn's speech is out-dated."

The Mail on Sunday, July 8, 1984

The gas people-investing in tomorrow's world today

Page 15

The fact that gas is today's most popular fuel in British homes - and a powerful and growing force in industry, too - is no accident. It's the result of many years' foresight, planning and massive investment by the gas people on behalf of their customers. The gas people are still working for the future: planning, researching and investing to meet Britain's energy needs a further twenty years ahead, and more.

NEW £100 MILLION OFFSHORE SEARCH GOES DEEPER

The gas people this year will be drilling in deeper water than they ever have before in their continuing search for the further supplies of gas which lie buried under the seas around Britain. Eight rigs will be used for exploration, appraisal and development, well as areas as far apart as the English Channel and the Shetlands. It is off the Shetlands where the deep-water drilling will take place - the sea bed is 2000 feet down.

BILLION POUND DEVELOPMENT IN MORECAMBE BAY

One of the most important finds made by the gas people in Morecambe Bay off Lancashire. The Morecambe gas field lies about 26 miles offshore. Blackpool and, with an estimated 5 trillion cubic feet of gas in reserve, is one of Britain's largest offshore gas fields. Its ongoing development represents a billion pound investment by the gas people in Britain's future - and provides thousands of jobs now for British workers.

One great advantage of the Morecambe field is that it belongs to British Gas. This means that output can more easily be controlled to take account of cold winter weather that customers need for gas as much. GIANT CELLARS 'SALT' AWAY GAS Deep under rural North Humberside, the gas people are now using salt caverns to store gas as a last winter demand. Three of these giant salt caverns, a mile underground, are already in service and work is going ahead on four more. Each holds a billion cubic feet of gas, equivalent to all the gas used in Britain each day before the North Sea discoveries. With 2 million central heating customers and 17 million with gas fires, the gas people just have to be fully prepared not only for next winter but for the one after that, and the one after that, and so on. These projects are just part of the gas people's massive integrated investment plans to provide for Britain's future energy needs. But they also bring benefits today in the form of contracts for British firms for drilling, platform pipelines, offshore terminals and the associated engineering plant and equipment. This of course means the creation of many thousands of jobs for British workers - a productive boost for local communities and the national economy. Britain's got a wonderful future! Gas Tomorrow's world is our children's world - and gas will be an important part of it. In educational terms as in every other way, Britain's gas industry is too important to ignore. For details of the educational resources available from British Gas, write to: British Gas Education Service, FREEPOST, Hounslow TW4 5BR.



At risk... a quarter of existing playing fields could be sold off

Council plea for legislation to save playing fields

by Bert Lodge

Nearly a quarter of existing secondary school playing fields could be sold off in the next six years, a report from the Central Council of Physical Recreation (CCPR) warns.

Calling for the repeal of the 1981 legislation which requires local education authorities to provide minimum acreage only according to age and numbers on roll, the CCPR points out that between 1983-1990 secondary school rolls are projected to fall by 23 per cent.

"This means the equivalent acreage of secondary school playing fields calculated in accordance with DES Regulations 909 is threatened under the existing legislation," says the CCPR.

The report also points out that the go-ahead to sell off land is contained in DES Building Bulletin 28 issued in 1982: "If no alternative use is identified they (i.e. a.s.) could decide to sell the land to release assets for other purposes... This 'might' include the improvement of other playing fields."

Additional clauses in Regulations 909 - a statutory instrument - only serve to encourage local authorities to sell off land, the council maintains.

These require authorities to provide hard porous and play practice areas, access to a sports hall where outdoor games can be played, physical education and sports facilities accessible to the school, and playing fields capable of sustaining seven hours of play per week.

"The whole thrust of these stipulations is to minimize the amount of grassy areas authorities need to provide," Mr Nigel Hook, CCPR technical officer, said.

"The principal effect of this legisla-

tion, given the financial stringencies under which local education authorities are operating, has been to encourage the disposal of land considered surplus requirements," he added.

A spokesman for the DES said the information was available about a total of school playing fields in the country. Furthermore, the acreage land being lost by the statutory instrument was not being monitored nor such close surveillance considered appropriate.

● A consultative document from the Inner London Education Authority possible economies in the 1985 budget proposes saving over £1m by further closing of sports facilities at the outskirts of inner London. The authority has been steadily reducing sports fields since 1979.

Deadlock in talks on British teachers held by Libyans

by Martin Portus

Negotiations over the release of two British teachers still held under house arrest in Libya four months after being arrested without any charges being made against them, remain at an impasse this week.

One of them, Mr Alan Russell, a technical English teacher at the Zawai Oil Refinery near Tripoli, who has been held in a Tripoli house since soon after the Libyan Embassy siege in London, has just been allowed a visit from his wife for the first time.

Mr Russell, 49, was allowed two one-hour meetings with his wife, Carol, at the office of the British consul, Mr George Anderson. He was detained on May 13 - while awaiting gratuity payments only days after the conclusion of his two-year contract.

Two days later, Mr Michael Berdinner, a lecturer in English literature and language at Al-Fatih University, was also arrested - reported by on campus by his own students.

A source close to the Foreign Office suggested that Mr Berdinner, who has lived in Tripoli for about 10 years, had a reputation for strict academic fairness which may have upset revolutionary student leaders expecting automatic passes.

Whitehall appears to be wary of pushing for explicit details on any likely charges against the men in case it encourages the Libyans to put them on trial.

The men were last seen in public when they were met by a delegation of six Labour Euro-MPs and MPs on August 31.

Two British prisoners - one of them arrested in March for drinking alcohol - were subsequently released, and Whitehall officials believe that any possible minor offences committed by the four prisoners remaining under house arrest were not related to their work.

One of them, Mr Robin Plummer, a telephone engineer, was arrested on May 14 for a minor traffic offence. The fourth, Mr Malcolm Anderson, has been detained since June 15.

Mrs Carol Russell, who lives near Ipswich, said before her departure to see her husband that the Home Secretary should give more visas for Britain to Libyans so that the Foreign Office has something to bargain with.

"They have put up with enough. They have shown a lot of courage and dignity and now they deserve to be helped by their Government," she said. "The Government has to do something before these men break."

But Whitehall sources say a reversal of the visa restrictions introduced after the April shooting of WPC Yvonne Fletcher is unlikely, since the Foreign Office rejects the idea of the safety of Britain being used as a bargaining point for the release of unjustly held prisoners.

It is believed changes may be made in the spirit in which regulations are administered but only after the hostages are released, not as a "pay-off".

It also appears there is no possibility of an exchange of prisoners - nor has there been any such request from Tripoli.

Broken homes blamed

Broken homes - not violence on television - are the real cause of rising delinquency among Britain's children, according to a report published last week.

The report, by Lord Tonypanby, former Speaker of the House of Commons, says more children are being deserted, cruelty to children is increasing, and more children are in trouble with the law.

It is an "urgent message" to the nation, warning of the dangers facing family life, he says.

Lord Tonypanby, 75, formerly Mr George Thomas, is having treatment for throat cancer and was unable to launch the report for the National Children's Home, in person.

His place was taken by Mr Len Murray, who recently retired as TUC general secretary and is now NCH vice-president.

A disturbed family background is much more likely to lead youngsters into delinquency than watching TV violence.

The rise in illegitimacy is highlighted with estimates that one in eight families in Britain has only one parent.

There are 20,000 children in care awaiting adoption while nearly 9,000 children were in care because they had been deserted. More than 18,000 were in care because of neglect or ill-treatment.

Once children have been in care for six months or more they have only a one-in-four chance of returning to their families.

Latest statistics, compared with figures a decade ago, showed an 8 per cent rise in magistrates' court proceedings against youngsters aged 10 to 17.

Brushing up the caretaker's image

by Mike Durham

The humble caretaker could soon become a figure from the past in Cambridgeshire schools.

According to a plan put forward by the county education authority he - or she - could be replaced by a site officer with "handyperson skills".

The proposal to upgrade the county's 364 school caretakers and give them new titles and job descriptions is currently under discussion with headteachers, school governors and unions.

Mr Tom Hinds, second deputy chief education officer, said: "We believe the job now known as 'caretaking' is inadequate, so we are proposing to change the emphasis. The job will be very much more than just a school caretaker."

The I.e.a. plans to give caretakers responsibility for routine repairs and maintenance of school buildings, working to the direction of headteachers.

The new "super-caretakers" would have to carry out minor repairs and decorations, work now normally carried out by private contractors. They would also be responsible for energy saving measures and monitoring schools' running costs.

But most of their duties on school cleaning would be handed over to private firms in a major extension of the country's privatization programme.

Another aspect of the plan is to "pair" neighbouring schools so that caretakers can be responsible for evening meetings on a shared basis without having to work unreasonable hours.

In return, the caretakers would receive an increase of between 25 and 315 a week, and the county believes they would also benefit from enhanced status and job satisfaction.

Mr Hinds said the caretakers would need "handyperson skills" such as changing a washer in a tap or carrying out running repairs to heating plant. The county already has a number of women caretakers. "In some cases the school caretakers have been doing many of these tasks anyway," he added.

The I.e.a. estimates it will save up to £132,000 a year on the cost of sub-contractors with the possibility of a further £100,000 on energy costs, if the plan goes ahead.

Health booster

The Health Education Council has chosen Berkshire for an experimental scheme to promote health education in secondary schools. Two teachers are being appointed to stimulate health education among their colleagues in ten schools. The HEC is investing £60,000 in the two-year project.

'Parity with FE' call to sixth-form college staff

by Richard Garner

Teachers in sixth form colleges should press for parity in pay and staffing provision with their colleagues in competing further education institutions, says a pamphlet published this week by the Assistant Masters and Mistresses Association.

The union, which has many members in sixth-form colleges, says: "Where there are recognizable similarities of functions they should at least compete on equal terms."

The pamphlet, "Sixth-Form Colleges: An Introduction," acknowledges the new colleges have some difficulties in that minority subjects can be threatened by the fluctuation in demand for them by students and that liaison with parents is often difficult because students spend less than two years in the colleges.

The document says: "The survival of minority subjects which would otherwise be threatened can be guaranteed by arrangements under which teachers agree to split their duties between the sixth-form college and the feeder schools and are perhaps also willing to carry out some teaching outside the framework of the normal timetable."

It adds: "Parent-teacher associations rarely flourish as successfully in the colleges, however, and their relative failure may be ascribed to the period during which individual students attend the establishment."

"A side effect of this phenomenon is that it can be difficult to arrange the election of parent governors, being no cohesive electoral constituency from which candidates naturally emerge."



The integrated face of mental handicap is presented in an exhibition photographs at the Royal Festival Hall on London's South Bank until October. They were taken by Nobby Clark on behalf of MENCAP, the Royal Society for Mentally Handicapped Children and Adults. Instead of the usual scenes of institutional life and the hospital, the pictures depict everyday life in schools, adventure playgrounds and leisure clubs.

Careers Diary



by Brian Heap

It's the higher education season. Some of last term's leavers are still looking for places on degree and diploma courses starting next week and a large number of students are preparing their applications for places in October 1985.

This year's leavers have faced the usual problems with many courses being over-subscribed and with the dropping of a point or grade at A level bringing a rejection. In polytechnics and colleges too, vacancies have been much thinner on the ground.

Full details of last-minute vacancies can be obtained through the Advanced Further Education Information Service by way of the local careers office. It is a pity that the DES cannot send

the same information to schools and colleges for their own students.

For those considering degree courses for 1985, advisers often overlook the individual course structures in the various universities, polytechnics and colleges. Many institutions provide students with a lot of flexibility in the first year and enable the final decision concerning choice of main subject or subjects to be deferred until the second year of a degree course.

On arts and language courses universities in Scotland (Aberdeen, Dundee, Edinburgh, Glasgow, St Andrews and Strathclyde) should have serious consideration along with the Welsh universities in which stu-

dents can take three subjects in the first year. Other broad options are also possible at Belfast, East Anglia, Essex, Keele, Lancaster and Reading. In the polytechnics, Bristol (humanities), City (modular), Liverpool (COLE HE), Middlesex (modular), and Oxford (modular) provide a wide choice as do Bolton and Hylton College of HE and Liverpool Inst of HE on their respective BA degree courses.

In his next *Careers Diary*, Brian Heap will provide specific information on course options for science, technology, business studies and social science courses.

Follow-up survey will monitor leavers' fate

by Jane Pickard

A survey following the careers of 40,000 16-year-olds in England and Wales is to be launched by the Government next year in an effort to find out the fate of teenagers in the labour market.

It is the first time that such a wide-ranging project has been undertaken in this country and it is expected to cost about £700,000.

The exercise, which will involve sending questionnaires to the homes of 5 per cent of this summer's fifth formers - including those who stayed on to the sixth form - is largely a response to the Manpower Services Commission's need to assess the impact of the Youth Training Scheme.

There has been much speculation about why the numbers joining the scheme fell short of expectations last year and what happened to thousands of "missing" teenagers who left school and did not enrol in YTS.

But interest has also been growing in a series of Scottish surveys following up 16-year-olds after they leave school and trying to find out what they

thought of their schooling and what were their own expectations of life.

The Centre for Educational Sociology in Edinburgh University, which has been conducting the surveys, is among those who have tendered for the English work, to be funded jointly by the MSC and the Department of Education and Science with some help from the Department of Employment.

The Scottish survey asked teenagers, what exams they took at school, their attitudes to school, how well they did and what careers advice they were given, as well as questions about what they decided to do on leaving, and how well their plans worked out.

It also has a valuable final section in which teenagers are invited to make their own - often revealing - extra comments.

The work has led to two books - *Fourteen to Eighteen*, by David Raffe, which is based on the statistics and *Best Years* by Joan Hughes, which draws on the teenagers' comments.

Mr Raffe, who is deputy director of the Centre for Educational Sociology, said the response to the questionnaires - which go out to up to 40 per cent of the age groups - had been very good. About 80 per cent had returned them.

They had confirmed many widely-held beliefs about teenagers' attitudes, showing that they thought the curriculum too academic and that, for the less able, school had been rather irrelevant.

A sub-group of the survey sample had been followed up for a further year.

In the English exercise, it is expected that a sub-group of 10,000 will be followed up in the two years succeeding the main survey so that officials can find out what happens to young people after they have finished

their YTS year.

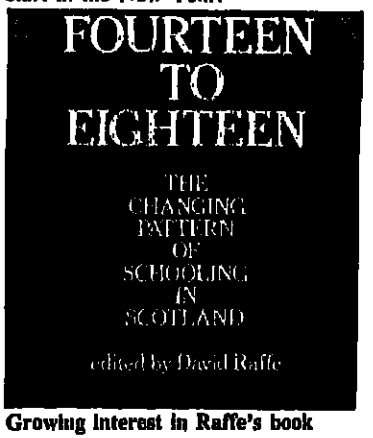
There may be an attempt to break down data by region and local education authority catchment area, although the sample is likely to be rather small to do this accurately.

But sources in the Department of Education and Science said the survey was expected to become a prime source of information on what teenagers do when they leave school and why they do it. Many involved in planning the survey believe it will grow in future years.

It is hoped to relate social background to school performance, to find out how school leavers think they will go about getting a job, and whether they perceive themselves to be on the road to employment, or the dole.

The department would also be able to find out about YTS attitudes and degree of satisfaction with further education.

A decision on who to commission is expected shortly and the study should start in the New Year.



Jobless... and anxious, worried, self-doubting

Young jobless 'often consider suicide'

A high proportion of young people who have been unemployed consider suicide, suggests a report published this week. They are likely to take to praying for help, while rejecting conventional social attitudes.

The findings come from a survey of more than 1,000 members of the Central London Young Men's Christian Association, all between 16 and 25, carried out by the Rev Dr Leslie Francis. Almost a third of the sample, which included young people from 23 countries, had been out of work in the past two years.

Young people who have experienced unemployment are more likely to be depressed than those who have not. They are also more likely to hold radical social and personal values.

These findings were revealed this week by Dr Francis, who questioned more than 1,000 16-25 year olds, all members of the London Central Young Men's Christian Association, about their attitudes and experiences of unemployment.

Twenty six per cent of those who had experienced long term unemployment said they had considered suicide, com-

pared with 17 per cent of those who had never been out of work. They reported more loneliness, anxiety, worry, and self-doubt, than the others, and showed more approval for fare dodging on public transport, for the use of marijuana, and for living on social security rather than taking unappealing jobs.

Surprisingly, although the unemployed were less likely to have been to church in the last month than their peers, they showed a much higher tendency to offer up private prayers.

Dr Francis, a research officer at the Culham College Institute, an independent foundation for research in the field of church related education, pointed out that in the population as a whole depression tended to be linked with conservative attitudes, not radical views.

He agreed that his sample was not typical of young people as a whole and said he hoped that further research would be done in this field.

Edited by Mark Jackson

Quality plan counters White Paper

by Richard Garner

The National Union of Teachers today publishes its own eight-point plan to improve the quality of teaching as a reply to the Government White Paper on the subject.

Top of the list in the NUT's recipe for improvements are: □ Better staffing levels to help teachers meet the needs of pupils, □ Professional levels of salary, □ Increases in promotion prospects giving more job satisfaction.

The union's 52-page response to the White Paper says teachers should also be offered reasonable security of tenure, support to undertake in-service training, good working conditions, a properly structured induction programme for all new entrants to the profession and sensitive appointment, promotion and redeployment procedures.

It accuses the Government of a "singular lack of consultation" over ways to improve the quality of teaching, adding: "The union maintains that without professional support the White Paper will fail to

achieve its aim of improving teaching quality."

It continues: "The union believes it is unrealistic to expect significant improvements in teaching quality without extra resources, of which at present there is no sign."

The response warns that improved induction procedures for new entrants and better in-service training - the need for which is recognized by the Government - "must imply the provision of more supply teachers or the maintenance of higher staffing levels to cover the release of teachers."

It says the White Paper underestimates the future levels of demand for middle and secondary school teachers, arguing that it ignores the staffing needs of middle schools and places too much stress on falling rolls in the secondary sector reducing teacher demand.

The White Paper's view that subject expertise in secondary school teaching can only be strengthened through the Post-Graduate Certificate of Education leads the union to believe that the temporary moratorium on recruitment to Bachelor of Education secondary courses (other than craft, design and technology, physical education, home economics and mathematics) will become a permanent ban.

The union criticizes the White Paper for ignoring its view that the PGCE should be extended to two years, adding: "Until the PGCE is extended it will be necessary to apply a double standard in assessing the competence of PGCE and BED students."

Its response welcomes the Government's recognition of the need to recruit to teaching "people with broad and diverse backgrounds, experience and interest, including some of the ethnic minorities, some with experience of the problems of inner-city areas, and some with previous employment in industry and commerce."

However, it notes there are few

positive proposals as to how to bring this about, adding: "one possibility which should be investigated is that of introducing adequate training grants for mature students with family responsibilities."

The NUT goes on to say that the Government appears to be confusing the teachers' desire for some form of self-evaluation with "a willingness by teachers to be subject to frequent assessment and evaluation by their employers."

It concludes: "The teaching profession needs to be reassured that the Government is willing to give tangible support to its stated belief that the teaching force is 'the major single determinant of the quality of education'."

"This requires greater confidence by central government in the professional integrity of teachers, and a more positive and dynamic grasp of the resource implications involved in raising teaching quality."

"Above all, it requires a change of attitude towards teachers."

CATE findings in New Year

by Bert Lodge

The first results after inspection of particular colleges' teacher education courses could be expected early in the New Year, Dr William Taylor, chairman of the newly-formed Council for the Accreditation of Teacher Education (CATE), said this week.

The council has been set up by Sir Keith Joseph, Education Secretary, to validate the professional content of courses in some 85 institutions.

Speaking after the council's first meeting last Monday, Dr Taylor gave the assurance that institutions would not be subjected to large-scale personal inspections. "The big bang one-off visit will not be a model. We shall be depending very much on HMI reports, colleges' own submissions, and we may ask them to come here and talk to us." He said the council would be sending institutions papers setting out procedures.

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Fewer MA ego trips . . . better value for money

Sir - Given the current economic climate, it is interesting to follow the debate over the best use of in-service training funds.

In an ideal world, a sabbatical year for all teachers would be both beneficial and productive to all. However, given the state of the game in 1984, can we really afford the typical one year MA ego trips?

Exaggerate perhaps. Such courses are, by and large, practical, relevant, well-taught, well-run and "value for money". They do provide the teacher with a much needed recharge of batteries; a chance to reflect and to acquire new skills. Nor would one doubt the vital need for good research in any progressive education system. Yet, are such courses really the best use of our resources - at this moment of time especially? Surely, rather more school directed termly sabbaticals involving large numbers would be a better answer. That MA year may be

fine for the individual concerned, but just how much does the school really get out of it at the end of the day? Or, more to the point, how much more surely would several schools gain from teachers from area schools working together on a termly secondment with a specific brief in a chosen curriculum area. All have a chance to have that "breather" from every day school life. All have a chance to reflect, and develop. At the same time this school, and hopefully others will benefit directly from what they are doing.

A suggested scheme could encompass three (or four) local schools, each providing a base for one of the seconded groups. The maths group, say, would then have access to one set of reprographic facilities and have a meeting point. English would meet in another school. The teacher of that school being both convenor and co-ordinator. If money were tight, just three from three schools in one curri-

culum area would be useful, familiar? But this is exactly the kind of thing that the TYE, into secondary education. The revolution in both method and content. To meet these massive challenges we must make the very best of our resources.

There are those who will argue that term is too short, that one is seeing the lamb of education at the short-term expediency. I would say that reality is with us and that ignore it at our peril. Perhaps there places for both kinds of sabbatical, which is of the more value in the context?

M J WILLIAMS MA Deputy Headmaster Tideway School Southdown Road Newhaven

National system

Sir - Bert Lodge's report on the question of compulsory in-service training proposed by Mr Fred Smithies, general secretary of the NAS/UIT (TES, August 10), leaves certain moral implications in abeyance. Ordering teachers to go on in-service courses reflects a centralized educational decision making policy. A further play to erode the "autonomous state" we pride ourselves to have.

However, a planned national system would be advantageous to INSET, provided greater clarity and agreement about its precise nature and aims.

are envisaged. I believe certain countries, such as Western Australia and Japan, have adopted certain measures of compulsory INSET. The present Government could perhaps examine these cases, so as to better our own INSET system.

For the employer to "foot the entire bill", as suggested by Mr Smithies, is perhaps idealistic in view of the present educational cuts. Release policies could well be the greater incentive to INSET. It is, in fact, time that firm decisions were made about adequate provisions for the release of teachers to attend courses. But what seems to be most important is to dispel the notion

that, in the main, professional advancement is equated to ego pursuits of self interest and elevation.

I agree with Mr Smithies in denouncing employers who adopt attitudes, I am a firm believer in changes in attitudes in relation to award bearing courses or release credits; to adequate release policy; and to proper funding can legitimize accreditation and give priority to whether it remains voluntary or becomes compulsory.

JACKIE REID 7 Ravenscroft Avenue Weymouth

Unduly carping

Sir - Joan Freeman, in her review of Dorothy Baldwin's book "Understanding Your Baby" (TES, August 24) is unduly carping. In my opinion "Understanding Your Baby", which has now been re-issued by NFER-Nelson, based on the 1975 edition from the Ebury Press, is one of the most sensitively written books of its kind, and clearly this view is shared by Professor Wall who wrote the original foreword.

The evidence of research is that the structure of human emotions is first laid down during pregnancy and the development of that structure may be crucially affected by both the birth process itself and the early months of independent experience. For your reviewer to begin her composite review by throwing away the baby line that the "experts" are still failing to agree on the mysteries of very early development, does not lend confidence to either her objectivity or sympathy with the key messages which Mrs Baldwin seeks to put across. There are few parents-to-be who could not profit a great deal by reading this perceptive text, and NFER-Nelson are to be congratulated on its re-issue, despite



Understanding your baby

the manifest sexist cover which excludes the father figure, which in your August 24 issue was fortunately compensated for by the sympathetic review of Brian Jackson's "Fatherhood".

RICHARD WHITFIELD Emeritus Professor of Education University of Aston

More justice

Sir - It is impossible to do justice to an 18,000 word report in around 100 words, as most of us would recognize. Your little piece summarizing the HMI inspection report on initial teacher training at Humberstone College of Higher Education (TES, September 7) failed miserably to convey responsibly the many supportive and positive points made in the report and the complexity of contemporary issues in initial training as they affect one institution.

May I suggest that unless you can do more justice to complex reports in the future, you cease the infuriating practice of scant and distorted summary. In the meantime I would urge seriously interested parties to obtain a copy of the report for themselves rather than rely on your services.

D W PYLE Head of School School of Teacher Education Humberstone College of Higher Education

Border line

Sir - I regularly read the summaries of HMI reports in your pages: on occasion I have obtained from the DES full reports regarding schools locally or special schools in which I happen to have some specific interest/involvement.

As a generalization - the reports are sharp, perceptive, and perhaps occasionally even gritty or harsh but always seemingly constructive.

On holiday in Scotland I purchased TES (Scotland) and was surprised (to say the very least) to read bland, "pat-on-the-back" reports in every instance.

Is Scottish education so much better? I fear not. Is the Scottish Inspectorate less critical? I suspect not. A reason, I pray.

S F JOHNSON Professional Adviser Western Children's Regional Planning Committee The Castle Winchester

Hocus pocus

Sir - May I be allowed to let comment on the etymology of the word "hocus", arising out of Mr. Howlett's letter (TES, August 31), who points out that the word "hocus" is a complicated area of language.

First, it should be made clear that the "Tilston" mentioned by Mr. Howlett is not the late great Geoffrey Tilston whose opinion would have been respected, but Archibishop John Tilston (1630-94 - not eighteenth century as Mr. Barnes alleges), who in a sermon preached against Rome said:

"In all probability those cunning jugglers of mixed ability teaching, as night follows day, the generally falling standard of academic achievement which was bound to result from teaching mixed ability groups with uniform and light workloads has occurred. And now, because some pupils might find homework hard, Mrs Howlett suggests it should be abolished.

Mixed ability teaching can only work when teachers are prepared to set and mark more or less on an individual basis. Of course no do, and the pupils suffer. Pupils suffer because they end up with poor qualifications as a result of a "caring" school system unable to cope with their individual needs. Is it not surprising that increasing numbers of pupils react aggressively? They often see teachers as a patronizing, lazy lot who have failed to deliver.

Parents, on the whole, remember school as a terrifying place populated by cane and ruler-wielding, stern-faced and demanding characters who aimed for "results". Many of these characters were not "professional" teachers. But they were strong-minded individuals with worldly experience whom one respected. Many of these toughies had Forces backgrounds and earned the undying affection and respect of their charges.

Teachers will start to deliver when they recognize that their primary purpose is to educate, through the traditional virtues of character building and hard work, personally exemplified.

R F SHEPHERD 186 Park Road Kingston upon Thames Surrey

How homework helps to foster independence

Sir - In his letter entitled "Homework Teaser", Peter Hunter seems to be very concerned that teachers in secondary schools are setting homework without necessarily analyzing the benefit of doing so. Indeed he seems to imply little or no benefit is derived from the setting of homework. I have to stand on the general implications in his letter insulting to the many thousands of teachers in secondary schools who regularly set homework for classes of all abilities and who believe that their pupils, as a consequence, derive benefit from it.

The important person in school is the child and it is the personal development of the child that is our aim as teachers. It seems to me that we have a duty to encourage pupils to think for themselves and, as is often said, "learn to stand on their own two feet". By setting or making available, homework that encourages some independent thought on the part of the pupil then we, as teachers, are helping in this process. If the child finds that it is impossible to complete homework without the teacher's help, then is this such a bad thing? With the right sort of encouragement the pupil can face up to situations where he/she does not expect to solve problems every time - a

most valuable lesson. I would suggest, for the world into which they are growing up.

In the secondary school, it is also true to say that with some of the more academic groups studying for O level, the syllabus cannot be adequately covered without the reinforcement that regular homework provides. Mr Hunter is right to point out, however, that all my feelings are just that, and that little resort into the use or otherwise of homework has yet been done.

I would conclude by making one other observation. If, as I see it, homework of whatever kind (projects, set exercises etc.) can and should be used to encourage independent thinking amongst our pupils, should not this procedure begin before the pupils enter the secondary phase? If fail, therefore, to see why the whole homework issue should be seen by Mr Hunter to be academic to someone working in junior schools.

M DANVERS Deputy Head Brookfield Comprehensive School Southdene Kirby Merseyside

Abolition silly

Sir - What a silly plea Mrs Howlett makes (TES, September 7) for homework to be abolished. Perhaps her real motivation lies in her final sentence: "if the mark load of teachers is reduced in the process, so much the better". As one of those irate parents who despair of the modern teaching profession (despite having been one for 20-odd years) and the doctrinal indifference of many teachers to the needs and competitive pressures of the outside world, I find that such attitudes seem all too typical.

Mrs Howlett complains that it is difficult to set homework for mixed ability groups. Of course it is. Most teachers (and I presume Mrs Howlett) wanted comprehensive schools, and vigorously campaigned for them. Now that they have got them, teachers are belatedly recognizing the full implications of mixed ability teaching. As night follows day, the generally falling standard of academic achievement which was bound to result from teaching mixed ability groups with uniform and light workloads has occurred. And now, because some pupils might find homework hard, Mrs Howlett suggests it should be abolished.

Mixed ability teaching can only work when teachers are prepared to set and mark more or less on an individual basis. Of course no do, and the pupils suffer. Pupils suffer because they end up with poor qualifications as a result of a "caring" school system unable to cope with their individual needs. Is it not surprising that increasing numbers of pupils react aggressively? They often see teachers as a patronizing, lazy lot who have failed to deliver.

Parents, on the whole, remember school as a terrifying place populated by cane and ruler-wielding, stern-faced and demanding characters who aimed for "results". Many of these characters were not "professional" teachers. But they were strong-minded individuals with worldly experience whom one respected. Many of these toughies had Forces backgrounds and earned the undying affection and respect of their charges.

Teachers will start to deliver when they recognize that their primary purpose is to educate, through the traditional virtues of character building and hard work, personally exemplified.

R F SHEPHERD 186 Park Road Kingston upon Thames Surrey

Analysing racism

Sir - Both Jagdish Gundera (Letters, TES, September 7) and Michael Marland ("The Why and How of Racism", TES, September 14) call for a shift in emphasis away from a concern with minority cultures and towards an examination of majority structures. They are right, with many others, to call the education system to confront the issue of racism.

Attempts are being made, by a few L.A.s and a larger number of groups of teachers, to confront the issue by carrying out critical reviews of curricula, syllabuses, and educational practice. But most curriculum research and development work, as Marland rightly points out, has remained firmly anchored in a multicultural, rather than anti-racist perspective. The task, in our view, to understand how the "normal curriculum" of our self-proclaimed tolerant society has come to carry forward from one generation to another notions of superiority and inferiority, of dominance and subordination and of being "advanced" and "backward", which are quite correctly characterized as racist.

Our own project, "Towards a Non-Racist Curriculum", a collaborative ex-

ercise between the Institute of Education, ILEA, and the Further Education Unit at the DES, will attempt over the next three years, at least for the 16-19 curriculum, to carry out a critical analysis of the assumptions which underpin curricula in subjects ranging from engineering to English language. Our work will be practical as well as theoretical in focus, examining in collaboration with teachers and lecturers existing syllabuses and teaching practice in order to understand how racist assumptions are built into subject curricula, and how strategies to promote change in curriculum and practice can be effectively developed.

Finally, it should be noted that the development of a perspective which locates the problem of race and education in white racism rather than in black "failure to achieve" has arisen from persistent pressure from the black community. We should be particularly interested to hear from black groups carrying out the work we describe.

CHRIS MULLARD Managing Editor Collins English Dictionaries Westernhill Road Bishopbriggs Glasgow

ALAN MURRAY Project Co-directors Institute of Education London WC1



Piety or cant?

Sir - It was amusing to read that the research of Professor John Mays among sixth formers had led him to the conclusion that independent schools "are doing a far better job at passing on Christian values to their pupils than state schools." (TES, September 14). Eminent sociologist as the professor is, his moral theology clearly leaves something to be desired.

Whatever cant may be administered in the chapel and the classroom, the hidden curriculum, the very *raison d'être* of the independent system is, of course, the antithesis of Christian values and ethics. The motives which impel people to buy independent

school education for their children, and which the system exists to cater for, are compounded of social snobbery and the desire to purchase privilege and advantage for one's own children, *ipso facto* to the disadvantage of others. In short, the system is based upon, and exists because of, the sins of pride and avarice.

This scarcely seems to be a suitable basis for the inculcation of Christian values. The advice which Our Lord gave to the rich man was not, as I recall, to put his son's name down for a "good" school.

BRIAN TYLER Kingswood School Corby Northamptonshire

Flopping discs

Sir - I was perturbed by your "full report" on the recent Concerned Technology in Education International Conference. For you made no reference at all to one of the main considerations for calling the conference - the launching of the excellent pack of software developed by the Scottish Microelectronics Development Programme. This pack of 23 discs will be of great help to teachers who are about to see their special needs students leave school, as it gives good training in basic and social skills, employing the patience and colourful attraction of the micro-computer to the full.

Nor did you mention the perturbation of local authority representatives at the proposed cost of £250 for the pack, which was partly funded from Government sources. Aimed at remedial units and special schools, which are comparatively small educational purchasing units, this is ridiculous. Unless the programs are made available in smaller groups, or the price brought down drastically, we may be about to see the biggest sponsored flop in the crown of British microelectronics teaching.

ANDREW E FLUCK Director Redbridge SEMERC Ilford



Human frailty

Sir - Why this hysterical fuss over Swann? Is it not true that the panic engendered by such basic rights as mother tongue teaching and religious 'observation' smacks a little of racism?

During recent researches into multicultural education, I met over 100 teachers who showed themselves, by and large, to be fully committed to equal opportunity. Like everyone else, they have their human shortcomings. One of those is racism which I have naively but truthfully defined as follows: "Racism is the refusal to tolerate that which is unfamiliar when familiar, that which is unacceptable for both

Council's counsel

Sir - Your article "Never mind the quality..." (TES, September 14) describes the disappointment some overseas students encounter in studying in Britain. You mention the British Council's involvement in recruiting and advising overseas students through our Educational Counselling Service which has now started in Singapore and Malaysia, with Hong Kong to follow soon.

The Council works very closely with the United Kingdom Council for Overseas Student Affairs (UKCOSA) and shares its concern that overseas students should become satisfied customers. This helps the Council to achieve its aim of making friends for Britain. But the Council is also most anxious to support all efforts to make good the 40 per cent decline in overseas student numbers since 1979. The purpose of its counselling service is not only to increase overseas student numbers in Britain but also to ensure that students coming here are well advised before deciding on their courses and well briefed before leaving their countries. This strategy is intended to complement UKCOSA's consultancy work in Britain.

DEREK BEARD Assistant Director-General The British Council London SW1

Wide of the mark

Sir - In the Resources section of the May 18 issue of the TES Sheila Ebbutt reviewed Unit 1 of the "Infants Mathematics project (IMP)" written by Jean Clark, Alice Dickson, Barbara Howett, Barbara White and myself, and published by the Educational Division of Cambridge University Press.

While we fully accept that any review is going to be a subjective appraisal of a book's faults or qualities, unfortunately, in this case Miss Ebbutt sailed somewhat wide of the mark.

To begin with, it was stated that the price of IMP's workbooks was £2.50 when, in fact, they cost only 25p. Perhaps that was a printing error and not Miss Ebbutt's fault, but other parts of the review gave an unfair picture of our work.

Miss Ebbutt wrote: "There is no matching without counting in order to compare two sets of objects." In fact, there is a Teacher's Book entitled "Matching Sets" which specifically deals with this subject alone. It contains 19 separate activities and six curriculum links. It also has an introductory section which states that the book deals with matching, not counting, activities involving sets. "The children are always expected to count pictures - but children need to count objects that they can move." This implies that IMP does not provide for this need. In fact, there are several Teacher's Books which have a wide range of such activities (e.g. Teacher's Books 3, 5 and 7).

"The children are always expected to order the numerals, but not sets of objects." There are two Teacher's Books entitled "Ordering 1-5" and "Ordering 0-10" which are full of activities involving ordering of sets of objects.

Furthermore, Miss Ebbutt may not have realized that Unit 1 is for reception classes only and that there are two further extensive units for middle and top infant children.

She claims that the material is "thin" and yet Unit 1 consists of 14 Teacher's Books providing more than 200 activities and nearly 100 curriculum links. The Teacher's Books are complemented by 11 workbooks, 24 rhymes on coloured cards and a pack of 39 games relevant to the topics covered in the Teacher's Books.

Unit 2 for middle infants will consist of 10 Teacher's Books, 300 cards and 30 games. Unit 3 for top infants will gain consist of 10 Teacher's Books, 350 cards and 30 games.

In column 2 of her review Miss Ebbutt, quoting from the Teacher's Book on relationships, says that this "is all we are told about all the work in relationships". In fact, Unit 1 contains another page and a half of explanation.

ROY EDWARDS 5 Redcar Road Hale Carr Lancaster

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

under-achieve", then as far as Troyna is concerned no clear evidence exists and that is an end to the matter.

Troyna, however, seems not to appreciate quite what he is saying here, for in the next breath he is vigorously protesting that this view of black underachievement is "distorted, grossly oversimplified and outdated". Whatever the truth of these allegations one thing is patently clear - all presume contrary to his first claim, the existence of some very clear picture of the relative performance of black and white children.

The harsh fact, of course, is that Troyna protests too much, and in so doing has ended up with two objections which cannot co-exist in the same book, still less the same column inch. Either this commonly held assumption is born of pluralistic ignorance - in which case, no one, including Troyna, knows what the actual performance of black and white children is; or this commonly held assumption is distorted, in which case, someone, presumably Troyna, knows exactly what the true position is.

J MURPHY Department of Educational Research Lancaster

Contrary claims

Sir - Barry Troyna's remarks on racial achievement (TES, August 24) deserve to be taken seriously not least by Troyna himself.

If, as he believes, "there is no clear evidence to support the commonly held assumption that black children

TALKBACK

Anti-racist challenge

MARTIN FRANCIS

Peter Newsam's review of ALTARF's book, *Challenging Racism*, (TES, September 21) and his earlier talk on multi-cultural education and teacher training (TES, July 20) raised many important issues.

In July he said "white liberal educators" were tying themselves into knots to resolve "non-existent contradictions" between multi-cultural and anti-racist education. He went on to claim that the CNA's definition of multi-cultural education incorporated anti-racism and concluded: "There is only one argument. Anti-racism as defined by neo-Marxists and racism as defined by those who believe in Parliamentary democracy on the lines we have in this country. Take your choice."

The final formulation is crude and a pejorative label on anti-racist educators but, in my opinion, the understanding about racism that underpins the two approaches does produce a different emphasis in anti-racist and multi-cultural work. The "neo-Marxist" approach, rather than being "anti-racism" as Newsam claimed in his talk, examines who holds power in our

society; how that power is maintained; the ideas that reinforce it and give the power-holders credibility; the historical background to those ideas; and the way such power and ideas have been contested.

In looking at racism, anti-racist educators therefore study how racist ideologies developed to justify slavery and the wiping out of the indigenous populations of North and South America, the Caribbean, Australia and New Zealand. We examine the notions of white superiority inherent in colonialism; the use of the Third World as a source of cheap labour and raw materials. The racist content of our present immigration and nationality laws and the extent of discrimination in schooling, health, employment and housing and central. Most important, we become aware of the continuing struggle of black people.

The "parliamentary" approach which Mr Newsam said starts from the assumption "that we have to deal with the society that we have, and that that society is improvable" immediately limits its own scope. It becomes a matter of anti-racism by legislation, of policies and charters, of changing attitudes rather than changing institutions and power relations.

Now the labels multi-cultural and anti-racist can cover all manner of activities. I'd be the first to admit that there are multi-culturalists who have a good anti-racist perspective, and conversely, anti-racists who really have a multi-cultural approach - with a great

deal of overlap in the middle. However, it is the anti-racist approach that properly recognizes the political and economic basis of racism and the multi-cultural approach that, even when dealing with racism, can reduce it to a psychological phenomenon. Translated into classroom practice, this can produce the contradictions between the two approaches that Peter Newsam claims don't exist.

In *Challenging Racism*, I wrote: "There is no doubt that anyone dipping their toes delicately and tentatively into the waters of multi-cultural education can suddenly find themselves up to their necks in churning waters, lashed by cold winds of realism and threatening clouds of political criticism." There is a logic in tackling racism in the classroom, whatever point you start out from that leads you to make the choice between the two approaches. It would be a disservice to student teachers not to make them aware of the problems involved and the great deal of relearning and self-examination that they have to go through in the process of resolving, or at least understanding, the problems.

An effective response requires a political (with a small 'p') commitment by the teacher to an anti-racist stance, and a belief by the teacher that this anti-racist stance can be transformed into some kind of classroom and school-based educational practice. If the approach is the "improvable" one, anti-racism becomes a moral or religious question, and often gets re-

duced to "being nice to other peoples". Multi-cultural education then fits the bill because it aims, through imparting knowledge and enjoyment of elements of other cultures, to make them more acceptable to the dominant, white culture. It ignores the whole area of our own complicity in the maintenance of an unfair system and ignores black struggle.

The contradictions between the two approaches produce conflict at local education authority and school classroom level. Peter Newsam, when he was Education Officer of the ILEA, followed the impractical model. This led to the first ILEA document on multi-ethnic education mentioning anti-racism only in passing. Newsam himself expressed fears about the possible counter-productiveness of anti-racism citing U.S. research on anti-smoking propaganda in evidence.

The ILEA instituted its disruptive pupils programme discounting the fears of black and anti-racist groups that institutionalized racism and stereotypes about black pupils would make Disruptive Units dumping grounds for black pupils who didn't fit the system. Newsam himself refused to give information through schools on the Nationality Act and the threat it posed to pupils, despite pressure from the same groups and his own Multi-Ethnic Inspectorate. Even now that ILEA has a more "neo-Marxist" approach, its paper policy is contradicted by its treatment of black teachers who are disproportionately

redeployed, put on temporary contracts, and kept on Supply positions.

Challenging Racism lists accounts by school students of experience which shows that they are aware of the contradictions. A form multi-cultural study groups met regularly and began to be the school on racism was undertaken when the school offered sports as an alternative to the weekly disco periods. An 11-year-old pupil school child describes how she, multi-racial books 'silly' (in my bland) and with her friends write a book about racism and job, the extent of discrimination experienced by their older siblings and relatives. Ten-year-olds discuss much black history is hidden, suggest that they (white teachers) write a book to keep it hidden in the conflict.

The strong message coming through these accounts is that "anti-racism" is not a didactic, indoctrinating technique but one in which there is democracy in the classroom, a questioning of traditional sources of authority (the media and teachers) and more self-directed learning.

Martin Francis teaches Third in Fourth years at Normand Park Primary School, Fulham, and is a member of All London Teachers Against Race and Fascism. *Challenging Racism* written and published by ALTARF, No. 22.

Trumpet and trowel

Stuart MacLure recalls the men and the methods which put one county in the forefront of postwar school building



John Newsam, Hertfordshire's chief education officer 1940 to 1957

Hertfordshire came to occupy a particular position in the story of school building for two reasons. In part this was because of the talents and personalities of the individuals concerned - notably John Newsam and Sir John Johnson-Marshall. In part it was because of geography and economic circumstances.

Light industry had begun to go ahead in the late 1930s, as the economy emerged from the slump. The war speeded up development and the population explosion continued into the immediate post-war period with two large London overspill estates and new towns at Hemel Hempstead, Stevenage, Welwyn Garden City and Hatfield, each with an expected population of 60,000. Between 1931 and 1951 the population of the county rose by 50 per cent. By the spring of 1953, the school population was growing at the rate of 6,000 a year, an annual increment equal to the total number of children in all the schools of Hastings or Cambridge.

These housing developments were added on to the needs of a sleepy, backward education authority which had a backlog of work to do if it were ever to build a modern, high quality education system for an area of growing wealth and aspiration; and to those of a post-war baby boom which would multiply the number of children born to old and new Hertfordshire families alike. On top of this there were the specific requirements for raising the school leaving age to 15.

Hertfordshire was not, of course, a unique example; all the home counties faced the same sort of demands and there were similar growth points in the north and elsewhere. But counties like Hertfordshire presented in acute form the challenge which the Ministry of Education had to face nationally.

John Newsam was 29 when he became assistant to the Hertfordshire Education Officer, S W Howe, in 1939. In August 1940 he succeeded Howe as education officer. He was an unconventional and ingenious man, with an infectious enthusiasm and drive; a man who bubbled with excitement and ideas. On coming down from Oxford he had become involved in social work on a London County Council housing estate in Surrey and later as the director of the Community Services Council in Durham. His personal odyssey brought him into the Roman Catholic church in 1936 and he remained a practising and devout Catholic. An idealist, he was also sceptical and iconoclastic; a witty and amusing conversationalist who could not resist a good joke even if it meant bending the facts to suit the jest. He was a warm personality, a man who spread a certain enhancing quality of his life.

Whether in the community where he came to work, or in his children to whom he passed on his class. Such support came from the Ministry of Education and was perceived by many as enhancing the quality of their lives.

In conclusion, may I make clear that I do not wish merely to defend the *quo* of current nursery provision, but to agree wholeheartedly with many of the criticisms and questions Tizard and Hughes have raised. Much needs to be done by nursery teachers to re-examine their work. Much also needs to be done by government, local authorities and academics before we can possibly by state that "Home Rules".

Janet Atkin is lecturer in infant and school education at University of Loughborough School of Education.

licity - publicity for Hertfordshire education, and personal publicity also. Not all his colleagues approved of the attention which he drew to what went on in Hertfordshire. There were other counties - Essex, for example - which had similar or even greater demands upon the education service from London overspill and new towns and which were also successful (and less publicly) in getting schools built under difficulties. It was said that John Newsam built schools with a trowel in one hand and a trumpet in the other.

This was not, however, simply a matter of his own vanity - though Newsam was certainly not averse to personal recognition. He was intuitively aware that he had to stir up the teachers and administrators in his county and rouse them to the demands and possibilities of the hour. He had to make them believe in what, collectively, they were doing in Hertfordshire. Not only was this important for those who were already there: it was essential if he was to be able to recruit good people for the future. Like many of his colleagues, he regarded the appointment of head teachers and their subsequent support and encouragement, as his most important task. This meant causing the spotlight to fall upon the county, being available to the press, sending copies of his reports to the right quarters, broadcasting, writing, speaking.

He was personally and professionally committed to the social reforms of the welfare state and by extension to educational reform. He was not a radical in terms of left-wing politics, though he could speak in more radical terms than he intended, if carried away by his own rhetoric. His own education had been at the Imperial Service College (which later merged with Haileybury) and he understood, resented and derided the ignorance of most upper middle class English people about the schools attended by the great majority of the nation.

Newsam's educational philosophy was pragmatic and based on simple and, in the English sense, traditional ideas about the relationships between teachers and taught. He regarded a chief education officer's job as that of creating the circumstances, the environment, in which teachers could work most effectively, and enabling them to make the most of their opportunities. He had moderately progressive views, but would not have regarded it as part of his professional job to tell teachers how or what they should teach; he did not have the necessary experience or qualifications on which to base prescriptive views about the curriculum.

Sir John Johnson-Marshall, who became deputy county architect in 1945 at the age of 33, was to become one of the major figures in the development of post-war school building, first in Hertfordshire, and after 1948 at the Ministry of Education. He had read architecture at Liverpool University before the war under Professor Sir Charles Reilly, on whose advice he had entered the unfashionable field of local government service. After a spell at Willesden he moved in 1935 to the architects' department in the Isle of Ely.

Though never an articulate theorist, he absorbed the prevailing ideas of the Modern Movement, admired Gropius and Impington Village College, grew frustrated at the limitations imposed by rural poverty and waited for the war to break out. After being captured in the Far East and having escaped, he found himself spending the months leading up to D-Day in 1944, working on strategic deception and camouflage. This experience made a lasting impression on Johnson-Marshall, who saw in it an example of many of the architectural principles he had come to believe in. It was an activity which needed to be linked to policy at a high level and required close cooperation between the designer, the user and the manufacturer. What emerged was a clear policy-design-use cycle, which, if it could be applied in war to dummy landing craft, could be applied to peace-time ends as well.

For school building it suggested a need to study the requirements of the user and to involve him or her directly in laying down the specifications for the building. It also implied designing buildings which could make the maximum use of modern manufacturing techniques. It drew on Bauhaus ideas to the extent that it considered the manufac-

turer to be a partner with the designer and the craftsman in realising the eventual building.

C B Aslin was the county architect and he and Johnson-Marshall agreed from the start that the Hertfordshire school building requirements could only be met by the use of standardization. They were agreed also on the approach which should be adopted. In the long running controversy between the advocates of the bay system and the grid system, they were to be placed firmly on the side of the grid.

The grid system amounted to one in which the column and beam components were designed to form spaces of incremental spans horizontally, and of incremental heights, vertically, extending "north, east, south and west" from a single point. Thus with the standard components, room sizes of different spans and heights were possible and they could be connected at right angles at different levels. In the grid system the principle was to standardize the component made in the factory, not the school built on the ground.

Most of the proprietary systems available at the time were bay units, which in Aslin's view lacked flexibility. As he put it, "if you design a whole room, all you can do with it is stick a series on one end or the other and get something like a train; it only works on the flat. If, however, you go in for small components, you have enormous flexibility, both horizontally and vertically, and can do anything you like."

It was central to Johnson-Marshall's conception of development that the client had to play a full part in shaping the architect's brief. John Newsam's own ideas were in line with these theories. He was determined to be a patron, fully conscious of the unprecedented opportunity which the massive post-war building programme offered - an opportunity which could as easily plaster the county with long-lasting evidence of twentieth-century philistinism as leave behind a legacy of fine buildings.

Newsam's concept of the local education authority's role was based on two linked ideas. In the first place, he believed, with Henry Morris, that the child was educated by the whole environment in which he or she was taught, as well as by actual instruction. He wanted schools which elevated the spirit and ennobled the mind.

He also believed that public authorities should use their purchasing power to support original artists, replacing private collectors, if need be, as patrons of the arts. In the light of both these considerations he persuaded his committee to allocate a third of one per cent of the budget for each new school to the provision of a work of art. Leading sculptors and painters were commissioned to create works of art for all new buildings. As a result, a series of fine works were acquired. The most notable being a bronze by Henry Moore, *The Family Group*, at the Barclay School, Stevenage.

Not all Hertfordshire schools knew how to respond and keep on responding to the liberal challenge - as one observer noted, when visiting a St Albans primary school, many years later, to find the Carl Richards mural boxed in with hard-board, "for safety".

Where Newsam and Johnson-Marshall came together was in seeking to involve the professional educators - the teachers and, in particular, the educational advisers - in the formulation of the ideas which should inform each school's design.

Johnson-Marshall and his colleagues began early in 1946 to plan a prototype primary school building - the three classroom infants' wing at Cheshunt - using a standardized system of construction. This was the period when very little new school building was being authorized. The Ministry of Education's plans for meeting the demand for extra classrooms for the raising of the

school leaving age were linked to the use of prefabricated huts.

The chosen system was that developed by the Hills Patent Glazing Co. Ltd. of West Bromwich. The components for the Cheshunt infants' wing relied heavily on the frame and cladding which Hills had developed for their own warehouse. Johnson-Marshall and his colleagues had hoped to produce a real prototype before beginning on a larger production run, not only to iron out design faults, but also to have a working model to convince the County Council and the Ministry of Education. But time was pressing: the infants' wing itself had to act as prototype. There was just time to do a trial erection in the grounds of Hills' factory which paid dividends later on site. Cheshunt infants provided the basis for the next stage of the team's work; its promise was sufficient to win Ministry approval for two more projects.

Johnson-Marshall developed a close working relationship with Anthony Part who had just taken over the Ministry's Buildings and Priorities branch and who had been to see what was going on in Hertfordshire. For 1947 the county received approval for eleven new schools - not just classroom blocks - and the necessary permissions for the restricted materials to be released immediately so that Hills could tool up for a production run of adequate size. It was this decision which established Hertfordshire's approach. The assurance of continually enabled Hills of West Bromwich and the county architects to forge ahead with development work and cut up to two and a half years off the three and a quarter years which the erection of a school could take. It was a seal of approval on the Hertfordshire method which carried with it the promise of further support and continued development.

For the fourth and subsequent schools in the 1947 operational programme the components were further developed and simplified to ease production in quantity. The steelwork drawings required for each school were reduced from over 70 to two.

The virtues of the Hertfordshire approach were soon apparent. It was economical of labour and materials, and opportunistic and ingenious in the use of those materials such as fibrous plaster which did happen to be available. Initial costings were also encouraging, and the hope that factory production would sharply reduce the time required for building was borne out when it proved possible to erect half the steelwork for the Cheshunt infants' project in a single day.

The first programme of post-war primary schools in Hertfordshire made an immediate impression on the environment. They looked unlike any other schools which most people had ever seen. The use of large areas of glass, the flat roof, the bold colours, the impression of openness and lavish space - all contributed to the impact.

Criticism took the form of accusations of extravagance in building "glass palaces". But these criticisms, in Hertfordshire as elsewhere, were tempered by the great satisfaction of the parents who actively benefited by the provision of each new school. And, anyway, the pressure of demand was such that there was no time to do anything but press forward. The schools met the School Premises Regulations; they promised a method of winning the race against time and the rising school populations; and if they did look strange, they also looked like good places for small children and for teachers, too.

This article is taken from *Educational Development and School Building: Aspects of Public Policy 1945 to 1973* by Stuart MacLure published this week by Longman, price £14.95.



Templewood Primary School, Welwyn Garden City, opened in 1950

Preschool parents

BARBARA KEeley

Now that Barbara Tizard and Martin Hughes (TES, September 14) have demonstrated that mothers can be powerful educators, perhaps policy-makers will begin to take notice of the network of nearly 10,000 playgroups in England and Wales in which mothers are educating their own children and managing the groups in which all the children have a chance to learn together.

These parents' playgroups are run by an elected committee of parents, and staffed by people who have often had children in the playgroup. These groups never figure in national statistics because they are provided not by the state but by parents themselves. Twenty years have proved the stability and value of this kind of pre-school provision and it is time that they were offered a permanent place in our pre-school system, recognized by subsidy.

Critics of less-than-excellent playgroups are slow to realize the difficulties that have to be overcome to provide the service, and how little help and encouragement most playgroups get. Nor do policy-makers realize the value of parental responsibility in these groups. Now that the Tizard and Hughes research has underlined the potential of mothers as educators, we should explore ways of realizing and enhancing this potential. If a mother lacks relevant knowledge, if she lacks cheerfulness and is depressed, she cannot be a good educator of her child. How can she be offered knowledge and understanding, be introduced to friends and get the kind of boost to self-esteem that dispels depression?

We can start by accepting that, like children, parents learn by doing. Since the early sixties, mothers involved in playgroups have been doing just that. They learn by helping in the sessions with the children, as they do in nursery schools and classes that involve parents. But in parents' playgroups, the fact that they are responsible for the group provokes further learning. Since 1963, courses to meet the demand created by playgroup people have developed in many directions.

There are introductory courses followed by year-long, one-day-a-week foundation courses. Other subjects covered include activities with the rising fives; accident prevention and first aid; playgroup book-keeping; committee work, as well as refresher workshops on various play activities. In 1982/83, more than 40,000 mothers in England and Wales attended such courses.

Although courses are sponsored on playgroups, all who have been in-

involved as tutors or students recognize that mothers often have their own homes and children in mind. Songs for the playgroup are for hearth rug and bath, fingerplays are for journeys, waterplay for the sink. Through learning for the playgroup, mothers learn for themselves.

Child-rearers need workmates. Few adults thrive on the sole companionship of small children; but if those children are drawn into groups, otherwise isolated child-rearers have company. To a degree, this happens in a nursery class but there is a difference between the purely social relationships of a PTA and those forged through working together, sharing responsibility.

Playgroups in which parents carry responsibility can also give mothers a social identity like that given by employment. They are no longer simply Bill's mum or Ben's wife; they also have a role in relationship to a group of people. This is one of the important characteristics of employment.

Six years ago, Brown and Harris published their findings on *The Social Origins of Depression* (Tavistock 1978). They found that one of the "protective" factors that kept depression at bay was work.

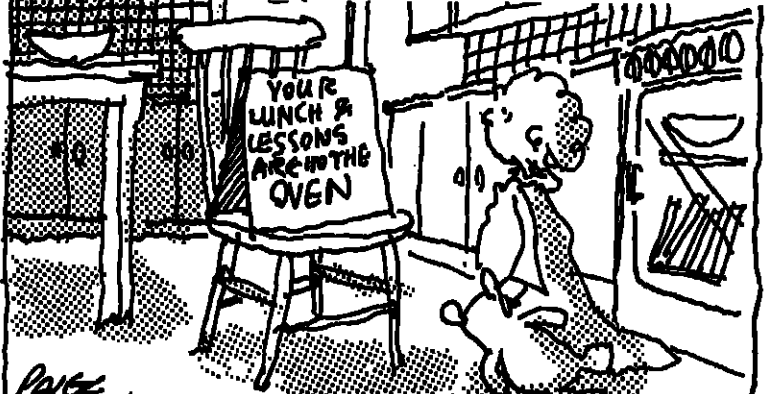
Because their sample did not include any women involved in the playgroup movement or other voluntary activity, they confused "work" with "employment".

Women are not merely passive child-providers for a service staffed by professionals: they are giving the service themselves, and in giving, grow. Playgroup work has been transforming the child-bound years for thousands of unemployed mothers over the last 20 years and more, yet still there is no move to find a place for such playgroups in the recognized pattern of state provision. It is time that all concerned, policy-makers, playgroup people, administrators and teachers began to think how these valuable parents' playgroups can be incorporated into our pre-school system without undermining that sense of parental responsibility which leads to valuable spin-off benefits.

It could be done. If the sessional fees of parents' playgroups were reduced from around the present 70p to 20p by a system of subsidy, these groups would be clearly differentiated from the conventional, free nursery classes on one hand and the more costly private playgroups on the other.

There is a danger that the Tizard-Hughes evidence could be interpreted as an argument against spending anything on pre-school provision. But most children need and enjoy a social group before school. The arguments for this bridging experience are well-known. Although policy-makers have consistently ignored them, parents' playgroups can meet these needs.

Barbara Keeley has been involved in the playgroup movement nationally and locally in Bedfordshire, since 1962 and is currently setting up a family centre.



Best for whom?

JANET ATKIN

As we have become accustomed to expect from Barbara Tizard, the work on young children's learning at home and at nursery described in *The TES* ("Home rules" September 14) by her and Martin Hughes, poses many important and challenging questions about the purpose, curriculum, aims and setting of nursery education. To those of us who have questioned the so-called deficits of the home as a place for learning, their work comes as valuable support and, indeed, no surprise. However to value the home does not necessarily mean devaluing the nursery and there are a number of questions that need to be asked about this research and the arguments that deploy it in relation to its implications for nursery schooling and also some caveats to be raised before their work is used by others as a stick to beat nursery teachers with.

First of all, we must remember the data they draw on to support their case was based on only 30 children, all of whom were girls whose mother tongue was English and who lived in two-parent households. Can such wide-ranging recommendations about nursery education be made from a sample that is not representative of all children receiving nursery education? Moreover, none of the questions that pose are new ones - indeed Barbara Tizard herself has been asking them for many years. Nursery teachers have long been aware of the unsatisfactory adult: child ratio here compared to, say, the successful high-quality provision in the United States where the ratio is 1:6. Moreover decisions about the size of group and the open-plan nature of many buildings have usually been the province of the planners, architects and education officers, rather than those who actually work with young children.

Secondly, we also need to remember that more under-fives are in the statutory schooling system, where the ethos, settings and curricula are even more alienating than are in all forms of maintained nursery provision put together. What would comparison between the typical infant class setting where many four year olds now find themselves and the home look like?

Would we accept the continuing existence of infant schools on the kind of grounds Tizard and Hughes argue for nursery classes - simply places where children meet friends, communicate with other adults, run about and work with (as opposed to play with) a variety of equipment? What is worrying is that the arguments of Tizard and Hughes and their rather unconvincing case for maintaining nursery provision may well be used by those authorities desperately seeking to make enforced cuts, or those who have never made much provision at all, to justify their actions.

It is also possible to argue that it is the pressure for early schooling and the didactic model of teaching that pervades the schooling system that has led nursery teachers to adopt the question-and-answer mode of interaction that is so prevalent. Neither should we forget that specialist training for nursery work is a thing of the past. Most nursery teachers now will either have done a nursery/infant training, where the 'schooling' model is more likely, or indeed have had short conversion courses which can do little in the time available to alter perceptions of the teacher's role. Indeed Tizard and Hughes' suggestion that nursery teachers should "feed their own knowledge" could, if misinterpreted as to how and in what context, lead to an even stronger model of the teacher as transmitter of information, which is subsequently checked by question and answer, a mode so familiar in our secondary schools and discredited by much research on learning.

The "area 1" I would wish to question is the implicit devaluing of play which runs through the article by Tizard and Hughes. If, as they suggest, the linguistic environment of most homes is more than sufficient for children's intellectual advancement, might not the significant differences in educational achievement between children from middle-class and working-class homes that are well-documented, be just as plausibly explained, not in terms of language but because, as Tizard and Hughes themselves put it, "the work-

ing class mothers were less likely to play as a vehicle for education."

To claim that very little hard research evidence substantiates the claims made that nursery education stimulates intellectual growth and language (through a curriculum based on play) ignores two facts. Firstly, a longitudinal study with the kind of quality provision assessed by the research in the States has been done in this country. Secondly, there is research evidence, admittedly sparse from the States, about the value of play. We do nursery teachers a disservice if British researchers ignore work that has shown the strong connections between the play and cognitive skills such as problem-solving, logical thinking, and creativity together with intervention studies of the fostering of play, particularly imaginative or fantasy play, which has shown strong gains in such cognitive skills.

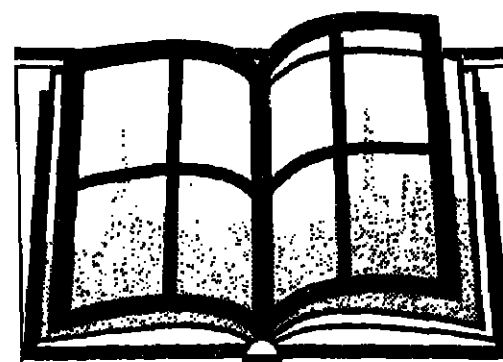
I would not, of course, wish to imply that play is the only vehicle for learning nor to disagree with Tizard and Hughes' points about the actual nature of play materials in nursery education. Children all over the world will indeed use whatever is available as the objects of play and nursery teachers probably do neglect the material of everyday life in favour of the specially bought equipment, if only because it is a time-consuming to do so. I am however, concerned that the very important role of play in the development of young human beings is not being fully appreciated. The fact that the higher up the professional scale the more young nursery play surely indicates it is of value in developing intelligence?

The final aspect of the use of which the work of Tizard and Hughes may put their concerns me is the emphasis on the role of the mother. The new mothers themselves cannot be blamed for their findings conveniently supporting current Conservative party's view that mother's place is in the home. However before their work is used to cut in nursery provision, as may well happen, surely the views of mothers themselves on the value of nursery education need to be considered. Whether in the community where they come the opportunity where if they exist, to send their children to nursery school or class. Such support came from the Ministry of Education and was perceived by many as enhancing the quality of their lives.

In conclusion, may I make clear that I do not wish merely to defend the *quo* of current nursery provision, but to agree wholeheartedly with many of the criticisms and questions Tizard and Hughes have raised. Much needs to be done by nursery teachers to re-examine their work. Much also needs to be done by government, local authorities and academics before we can possibly by state that "Home Rules".

Janet Atkin is lecturer in infant and school education at University of Loughborough School of Education.

FEATURES



Schools Curriculum Awards 1984

A two-year search for outstandingly good schools ended this week with the announcement of the first Schools Curriculum Awards. Panels of assessors have visited 180 schools nominated by 57 local authorities throughout the

Community at heart

Hillview Infant School, Newcastle upon Tyne

Hillview Infant School has gone one better than a school at the heart of its community: it has made the community the heart of the school.

"Hillview Square" is situated in the central entrance area of the self-contained infants school (teaching staff 10, 180 children on roll including 40 nursery places) and sprawls into the corridors beyond. Head Teacher Miss Cilla Biles described it in her submission as "based on the children's first hand experiences within the community to be shared by the school." It is a waist-high interpretation of what Hillview pupils have seen on their frequent outings into the city and its environs, a town fit for mixed infants to work and play in.

Long before the inception of the Hillview Square idea, the school had developed a tradition of child-centred education based on children's experience of their community. The school is well placed for this. Its nearness to the city's Metro system, its fairly generous staffing and its access to minibus transport through a "social priority" scheme meant that outings for the three to seven year olds were a regular feature of school life. A project which followed, say, a visit to a local bakery, might engage one class in a variety of different sorts of work for some time. In 1982, the staff met to discuss how the fruits of such projects could be shared by the whole school, and decided that the school's entrance area, which was at that time described as "too dark for display, too barren for teaching purposes, too cold for a library", should be the site for this unusual development.

The aims for Hillview Square far exceed those of a succession of play shops and Wendy Houses. For a start, everything in the Square is the result of what pupils have seen on their outings. Take the café, a popular and durable feature of the square (whose "frontage" like the real thing, is ever changing). A class of six year olds making buns one morning started talking about shopping trips with parents. A high spot of these trips, it was agreed, was the visit to a café afterwards. The next time the class was out shopping for bakery ingredients, they visited a café, bought their own drinks and started finding out from obliging café staff what the catering business was really like. The class work that followed - number work, work on the extension of vocabulary, the time of day, role play and so on all within the class's own impromptu café - had enough potential for the whole school to warrant its moving from the

classroom into the Square. Once in situ, some older children were able to develop it, contributing realistically-priced menu cards and signs. It can now be used by the whole school.

In fact shopping is an integral part of the work, centred on the square, with a supermarket, a mobile shop, a pet shop, and a boutique. The spin-off in terms of number work is obvious. In some shops, pricing is numerical (1 jam tart 2p, 2 jam tarts 4p, etc) and in some, goods are stamped with facsimiles of the coins needed to buy them, so even the smallest children can take part in "real" buying.

The children's experiences go beyond visits to local shops, however. The nursery children, who are just as involved in the Hillview Square project and go on just as many "research" outings, visited North Shields Fish Quay, which inspired the creation by other children of a fish and chip shop. There have been visits to the local bakery, post office, football team and of course, library. The community reciprocates by visiting the school. A visit by a pregnant mum, her health visitor, and later by the mum with her baby inspired the creation of a clinic for the Square, with evident benefit for young children wary of first encounters with hospitals. A visit from a local newsgroup inspired the creation of the Square's first newspaper.

Hillview Square is in constant use for play and work. One of its enduring benefits is that it allows children of different ages and types (the school has a special class for children of all ages with speech and language development problems) to work and play together under the watchful eye of a teacher, parent or auxiliary. In fact, the work of the Square - free from the formal atmosphere of the classroom - has been a major factor in increasing the involvement of parents in the life of the school.

Cilla Biles is quick to dispel any impression that Hillview Square is the school, and that nothing else goes on. In a trip round all the classrooms the thematic approach is evident in classroom displays. Only if the theme worked on by individual classes is thought to be in keeping with the Square and applicable to a wide range of children is it moved to the central area. The school has a computer, a herb garden, a vegetable garden and an animal pen borrowed from the city farm, but no television.

Responses on the effectiveness of the Hillview Square idea differ among the school's staff. They're unanimously in favour, but for different reasons. Liz Nash, who runs the language unit, sees measurable improvement in her children. Others see benefits in motivation, language development and care for their own community. Particular praise for the idea came from a teacher who had previously worked in a more "formal" set-up. And the drawbacks involved in running Hillview Square? Again, a unanimous reaction: "Hard work."

Nick Baker



Bussing pupils at Hillview

UK looking for examples of broad, balanced curricula in schools that make a point of using their environment and local community. Awards have been made to 113 schools and TES reporters have visited some of them.

Look and learn

Ravenscote Middle School, Camberley, Surrey

Look, then look again" seems to be the school motto at Ravenscote Middle School in Camberley, Surrey. At the heart of the school's success is an adventurous and rigorous environmental studies programme (the pupils call it topic work) based on the idea that direct experience is the best way to make learning meaningful.

The school has inbuilt advantages. First, it's one of the few purpose-built middle schools. Opened in 1972, the first headmaster, Arthur Razzel, arriving direct from the Schools Council three-year Middle Schools project, was a champion of the middle school system in the unique position of being able to hand pick his staff, thirteen out of twenty six of whom were probationers. Secondly, the school's catchment area is more or less uniformly well-to-do. Parents are professionals, executives, pilots, City commuters. Their support for the school is evidence enough of its success. In similar areas where standards are not as high, the private sector does a thriving business.

Ravenscote's staff, now 27 strong, teaching about 630 eight to 12 year olds, apply the direct experience theory not only in the teaching of environmental studies, but consistently in other subjects as well. "Environmental studies cuts a broad swathe across the timetable," says Mrs Pat Howells, who is in charge of the teaching of the subject. "We take advantage of the fact that at this age, children aren't thinking in terms of narrow subject headings like history and geography." Although staff happily confine their approach to the direct experience method, in most cases it's up to them to select the topics which best suit their talents and the children's interests.

Results from the regular field work undertaken by Ravenscote children show the success of the approach. Although "topic" work goes on all the year round, in the summer term all but the youngest children do some residential field work in places as far apart as Malham Down, Wiltshire, the channel coast of France, the Lake District and Wales. As well as the obvious social benefits for 9-12-year-olds, many of whom have not been away from parents before, the children's work shows real understanding at surprising depth. Even the youngest children do an in-depth field study, their being based on the school's immediate area.

The standard of work and the classroom atmosphere in which it takes place seem to bear out the direct experience theory. In one classroom, the group of ten year olds was putting the finishing touches to work on the River Thames. Words like "effluent" and "ecology" were being used quite conversationally between children. In another, children were writing "glossaries" to their local topics. The impressive thing here was the extent to which children of eight were allowed to pursue their own interests. Much of one little boy's folder was filled with detailed diagrams of insects. I admired an intricate sketch of leaves, done by another eight year old. "He's not very bright", the class teacher confided, "but he's been taught to look properly."

One distinguishing feature of the school's work is its commitment to art. Looking at the exhibition of drawings, paintings and ceramics, it's at times hard to believe that the artists are all under 12 years old. Mrs Connie Allen, head of art, is a devotee of the "look and look again" policy - as applicable to art as to environmental studies. "Everyone can draw," she says as we look round the exhibition. "If you look carefully you can record what you see. The individuality comes just as people have different handwriting and choose different words, when they make a written description of something."

Certainly the Ravenscote art work is a vivid. It is also in many cases sensitive, neat and bold, ranging from intricate line drawings, colourful and genuinely impressionistic pieces. Connie Allen cleverly tests her "anyone can draw" theory by including in one of the major exhibitions some work created under her tuition by the school's teachers. Most of it is perfectly. Only a few pieces are below the year standard.

Ravenscote maintains a firm core curriculum involving reading and number work. One teacher is currently making a study of economics, particularly the working of the Stock Exchange, with class - another example of teachers using their own interests as resources. The school also French for older pupils and art, science, music for all. But at the heart of the experience are the observation tactics encouraged through environmental studies. As one nine-year-old pupil put it: "What's the use of studying something if you haven't seen it?" Nick Baker

Getting out in the world

Wycliffe Community College, Braunstone, Leicestershire

They don't come much higher than Braunstone on the indices of social deprivation. Eighty five per cent of the children on the 1950s estate just outside Leicester are on free dinners, more than 50 per cent have one-parent families, more than 10 per cent of parents are unemployed.

And until fairly recently, teaching jobs at Wycliffe were difficult and depressing. "We were in dire straits eight years ago," said Mr J. H. Setchfield, the chairman of the governors. Two heads changed the picture. The first brought the place under control and got it thinking about curriculum. He prepared the way for the second, Derek Adam, who has been at the school for four years. Under Adam, the school (now an 11-16 community college with 900 students) has pushed forward on two main lines: community education; and a radical rethinking of curriculum, teaching methods and organisational and staff student relationships.

Now, by all conventional measures, they have improved in a spectacular way. Three years ago, one pupil took O level. Last year, pupils took 120 O level passes and 557 CSEs. Attendance has gone up from 62 per cent in 1976 to 75 per cent in 1980 to 90 per cent now. Behaviour and student relations have also infinitely improved. "The kids get a lot more opportunities, they're much more responsive," said a senior member of staff.

Perhaps the person who best described the deeper changes was Tom Harris, former patriarch of a large Braunstone clan and now a community newspaper which is produced at the school. "The last two heads," he said, "were right. I came in and did my work and home. This one - well, I walk into the school and feel I'm part of it. He makes you feel you're more and want to do more. I imagine the kids feel the same."

Spending a day in the school right at the end of the summer term I saw an enormous range of activities, all designed to bring the outside world into the school, get the pupils out into the world and give them a wide range of chances to see some success. My day's schedule read like a programme for a theatrical revue.

French Exchange in the Community Learning - pupils, parents, Mr Hunt, Child Care at Braunstone Rise Infants' school - Mrs Wager, the head, pupils. Computers - Mr Blow, pupils, head of Doveslands Primary School, ex-pupils. And so it went on.

The detail of the programme was as impressive as the range. The Braunstone Supremes

FEATURES



Wycliffe gives pupils something to bank on

Brass, built up in three years by the school's head of music, had just won the Solent championships. The computer group has won a prize for devising traffic education programmes for primary children, working with a local school.

The Law course - a popular one-year, non-exam option for fourth and fifth years, started by ex-CP Eileen Brown, now head of first year - was designed to introduce students to the work and problems of the police and a variety of social agencies. "This is a wonderful place for us to try out new ways of working with schools", said a senior police officer.

Berlines, a community newspaper produced and distributed by pupils with the help of local people, was being typed by pupils on new TVEI typewriters. Other pupils were writing reports of the go-karting club, illustrating articles, and pasting up pages with careful Letraset.

At the Braunstone Community Employment project - funded by an Inner Area programme - students were talking to project workers, discussing employment prospects, the limited range of jobs available, the stigma of living on the estate and how to deal with it. Their teacher, Bob Morris, said it would be impossible to achieve discussion of such depth and quality in the classroom with these pupils. "Once they're on neutral ground, they talk and behave quite differently - even the most difficult ones."

The school is now planning radical changes in curriculum and organization. After a lot of discussion, and a brainstorming in-service day for the whole staff, a working party put together a proposal designed to merge the pastoral and academic sides of the school, to do more to develop pupils' confidence and skills, and to make them more responsible for their own learning.

The working party reckoned that the conventional knowledge-based subject organization allowed no coherent approach to the development of important cognitive, social, creative, problem-solving and decision-making skills. The result was a new organization for this year's first years.

They will work with their own team of teachers in a specially designed teaching base, using an integrated, project-style approach to most of the curriculum. Only science, PE and design will be taught outside the team base.

Teachers will experiment with ways of getting students to plan and evaluate their own work. Eventually, resources permitting, it's hoped to do the same for second and third years. Meanwhile, the school will tackle the fourth and fifth year curriculum and methods.

There has also been rethink of community education. Wycliffe had been part of a local community education project since 1976, with other local schools. It became a fully-fledged community college in 1983. It is now trying to attract more people, and "make the college a blaze of light" in the evenings.

An imaginative new scheme will give all last year's leavers a smart, credit-card style pass entitling them to some free courses at the colleges for two years. Taster courses in popular activities, such as computing, international cooking, pop, mobility and go-karting were run in the summer term: some of them attracted parents as well as pupils. "People in the neighbourhood are beginning to look more kindly on education," said John Nicholson, a community tutor.

The important things at Wycliffe are the community developments, the curriculum approach, and the dedication of teachers," said Chris Shipston, a Conservative governor. "The staff take the curriculum from the world, and give students the opportunity to get on in the world."

Virginia Makin

Deeds, not words

High Wych JMI, Sawbridgeworth, Herts

High Wych village school, an unemphatic, single storey, modern, brick building backed by an older school with Gothic windows and a medieval church, looks south over a dip in the Hertfordshire corn-land towards Harlow New Town's industrial chimneys.

Five fields close to the school have been the subject of the correspondence between Mr Greenall, the farmer, and Emma Manby, one of a group of children doing a project on their progress through the seasons. Each child will carry the subject matter forward according to his or her interests and temperament and under the eye of a teacher keen to let the experience be rewarding in as many different ways as possible.

At an earlier stage, Mr Greenall came to the school and talked about costs and yields on particular fields. The children have taken his figures and made a number of calculations to see whether they could have done any better by a different arrangement of crops.

The children's projects, when finished, will contain calculations of area and volume, conventional maps (with scale checked by walking the field boundaries with a pedometer), meteorological maps and analysis of the accuracy of weather forecasts, records of planting and growth, records of a control patch of wheat planted in the school grounds and examined microscopically at the time of germination, illustrations of plants, paintings of plants resulting from artistic as much as scientific impulse, treatises on flour-milling and bread-making - any amount of related matter in which experience is recorded and carried further.

Nothing is broken down into subject areas like geography, history or biology. Each child, each term, completes two projects: one in some area of general interest, one in mathematics. All are beautifully presented, with whole pages of illustration or decoration, marginal illuminations to the text like monkish manuscripts and each bound in hard covers decorated with polystyrene press-prints.

The constituents of these books go up on the walls in a rotating display of pictures, cloth leaves, embroidery, handwriting, sketches graphs, patterns of numbers - the anything and everything that goes into the handmade books that seem to underlie a great part of the school's activities.

The idea of encouraging a child's interest along an individual path of learning without artificial subject barriers, and the idea of beauty in the presentation of work, are still, perhaps, conventional enough in British primary education of the more open sort.

But what is particularly striking at High Wych is the degree of unanimity among the teachers about the starting point for those paths of learning and the way that they might be pursued. Alison Stacey, six years at the school and in charge of a class of ten and eleven-year-olds remembers her first impressions.

"I was overwhelmed with it. . . . The way we work is to start with something in the immediate environment, the church or the old school building. You could follow that through all kinds of building style and things to do with building in a very open-ended way. We never have preconceived ideas on what a finished article is going to look like. If you set a definite path you learn what

you set out to learn but if you stumble on anything on the way you tend to ignore it. We try to explore it."

Pat Miller was so impressed when her daughter started at High Wych that she set her cap at a job there, and has now taught there for 10 years. "When I first came, I remember John saying he felt every child could achieve something in the art media and this would spread across the rest of his work. But the starting point is the first-hand experience. One of the first things I wanted to do was the Romans, but John wasn't too keen. He said to work it would have to revolve around something you could actually touch."

John is John Emanuel, headmaster for 18 years and strongly influenced by the ideas of Christian Schiller, one-time chief HMI for primary education and pre-Plowden proponent of the ideas now associated with that report.

"One must have a powerful philosophy for education which one must convey or try to convey through one's deeds rather than one's words," he says. Part of this philosophy - High Wych is a church school - is that God is "manifest in everything", and is revealed in a supreme pattern. Belief in beauty also underlies the school's work. "I think there's too much ugliness in the world."

Another basic principle is that skills are meaningless without a basis in experience. The infants learn to read through graduated reading books with flash cards, and their reading is heard each day at school and mostly again at night with parents, all in quite a conversational and ordinary way. But John Emanuel seems unwilling to speak of reading in such humdrum terms.

Instead, he describes it as a natural extension of a language that comes almost with the mother's milk but which makes no sense to the child unless founded upon his interaction with the environment, through confidence built up by use of hands and body, by communicating with others, by communicating the joy of discovery.

Language, even so, is not to be the be all and end all. "Words can easily outrun children's experience and have precious little meaning," John Emanuel says. What matters is the shared experience of the environment as a foundation for the topic work which carries the curriculum. And topic work means art and craft as well as words and mathematics.

Adam Hopkins

Chums for life

Cranford Community School, Hounslow

Theoretically, it's possible to be a user of the Cranford Community School site, hard by Heathrow Airport, from before one's birth until well into one's old age. Starting at the antenatal clinic, you could progress to the crèche while mum or dad took advantage of the daytime adult classes. After a brief absence for infant school (during which you could still come back to Cranford with your family for sports activities) you return as a secondary school pupil, and as an adult, continue to be part of the community and educational activities, finishing up some years thereafter at the pensioners' lunchtime club.

Clearly the facilities and the staffing levels are very good. They have to be, with 1,200 pupils on roll, a further 1,500 regular users of the sports facilities, over 1,000 adult students attending both during the day and the evening (some in school classes) and countless others using the clinic, the playground and attending clubs and societies. However, the key to Cranford's award has little to do with the facilities, and more to do with the quality of the curriculum operated in the secondary school which forms the heart of the complex.

a curriculum inextricably linked with the community it serves.

Cranford's biggest neighbour, and an important factor in shaping the school and the community, is Heathrow, itself a giant community to be served and at the same time learnt from. The proximity of the airport dictates the number of immigrant pupils, particularly Asians, who attend the school. In a recent survey, over 37% of the 12-18 age group was bilingual. A typical English as a second language class had, as well as two Punjabi speakers, pupils from Nigeria, Turkey, Hong Kong and Saudi Arabia.

A key part of these children's school experience is the use of "cooperative teachers" who help small groups of foreign children achieve the maximum possible within ordinary timetable lessons like science or mathematics. Merely serving the community - whether by providing off-the-job training for British Airways' YTS scheme, running special classes for the borough's traveller children, or providing a completely "programmable" selection of adult education classes in a huge variety of subjects - is only part of the picture.

Head teacher Anne Jones talks of "reciprocity" - the idea of receiving from the community as well as giving to it - and this is very clear in the school's curriculum. In the first year, a Combined Humanities (CHUMS for short) syllabus, replacing the History, Geography and Religious Studies elements, is able to centre first on the pupils, then their families, cultures and backgrounds before going on to look at school and then the local area beyond school.

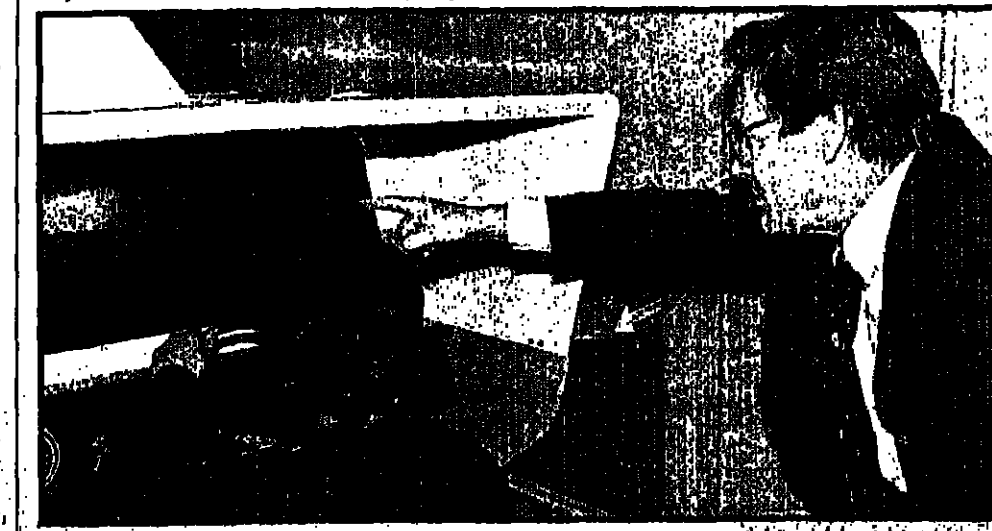
In the fourth and fifth years, pupils study the changing community in Community Studies, a Mode 3 CSE, often through the eyes of local pensioners. It also covers personal and sex education and involves practical community work, usually at local infants' and special schools. In the fifth year, pupils go on to study law and order, education, and politics - as well as getting some work experience.

An important element in the Cranford philosophy is the belief that adolescents shouldn't be isolated into a ghetto called secondary school, separated from the rest of the community. According to the staff, the presence on the site of adults who may be teachers, students, members or clients of user groups has a definitely civilizing effect on attitude and behaviour.

Mrs Jones believes that a lot has to do with the community teacher as role model. Apart from the "specialists" (like the Community Arts worker, the Community Development worker and the Community Liaison teacher, each with important bridges to gap between school and community) the ordinary "chalkface" teacher who may teach geography by day but is still happy to organize part of the annual festival or help in the flexible adult learning programme or even appear in an after school class as student rather than teacher, plays an important part in delivering the message that education is a life-long experience, not something that ends at sixteen or eighteen.

Nick Baker

The Schools Curriculum Award is jointly organized by the Society of Education Officers and the magazine Education. Each school receiving the award gets a certificate and the choice of a specially commissioned work of art - a print, ceramic ware or medallion - and is entitled to use a special logo. Further information can be obtained from Schools Curriculum Award, 5 Beninck Street, London W1M 3RN.



School of motoring - Cranford sixthformers can have driving lessons

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Review

THE TIMES EDUCATIONAL SUPPLEMENT

THE TIMES EDUCATIONAL SUPPLEMENT 28.9.84

27

"The definitive text": that phrase now beckons less seductively to editors and publishers. There is no loss of interest on their part. They concede however that the Shakespeare we receive is endlessly changing, a record of our own cultural history. All the editors can do is to stop the clock and say: this, at our present state of development, is the best Shakespeare we can do. The relativism and pluralism of the times find in Shakespeare the perfect subject.

This gives all of us problems, particularly if we have to decide on a specific single-text edition for library or course adoption. In the past matters used to be much simpler. The best single-text edition was unarguably the New Arden; there was no direct Oxford competitor, and the New Cambridge edition (Dover Wilson) became, with its many virtues, an embarrassment in certain respects, such as the notorious stage directions in the early texts. For course adoption, an excellent inexpensive alternative was the New Penguin. That picture is now fundamentally changed with the coming of the Oxford Shakespeare, two years ago, and the newly re-edited New Cambridge. The old landmarks have to be re-surveyed.

We now have a triangular competition, Oxford/Cambridge/Arden, at the top of the market. Their prices are broadly comparable: £13-£15 hardback, £2.50-£3.50 paperback. Few libraries and fewer individuals will afford all. One must choose. The New Arden has a historic claim to the library copy: that row of volumes represents a generation of British scholarship. The newer Cambridge and Oxford, Anglo-American both, have to make their way in the world. How do we rate them?

Oxford offers a leading instance of why re-editing Shakespeare is an intellectual necessity. Gary Taylor's outstanding *Henry V* makes full use of the "Bad" quarto of 1600, and follows it in the Agincourt scenes. This means that Bourbon displaces the Dauphin at Agincourt, a move that vitally affects the theatrical energies of the battle. As Taylor has written, the "Bad" Quarto is "of immense importance in suggesting how Shakespeare's plays were affected by theatrical necessity and theatrical fashion even in his own lifetime". The "Bad" quartos are now seen as the most promising frontier of textual scholarship. They are especially valued for their stage directions. A memorial reporter may garble the words; he is apt to have a precise, and vivid, recollection of actions. Above all, the hand of Shakespeare the reviser is increasingly discerned. An explosive debate has since 1976 centred on *King Lear*, and it is argued that Quarto and Folio are separate, authentic acting versions. The fall-out continues over editing.

Contemporary re-editing has to take more note of formerly dismissed texts. The Cambridge *Romeo and Juliet* differs on its reading page, as the Arden does not, the Bad Quarto variants: these include Mercutio's dying speech (and a rather good one it is) and the additional line spoken by Capulet in the ball scene, "Good youths I faith. Oh youth's a jolly thing." (Peter Brook put this line into his 1947 production.) Generally, the high-tech arrogance of High Bibliography in its palmy days (authority is invested in the chosen copy-text) now yields to the gentler eclecticism of today, a realization that playwrights often do not arrive at a single final version. The Cambridge *Othello* is openly eclectic, choosing freely between F and Q readings. The move to take one's readings where one can find them is, of course, totally subversive to the "definitive text" ideal.

The shadow of the theatre looms large over today's editions. Textually, it is conceded that the stage practices of c1600 have their rights. Historically, the stage record demands more coverage; and since performance never ceases, all editions become out of date on that score if no other. The most recent confront, with varying success, this problem. Kenneth Muir, for the Oxford *Troilus and Cressida*, states that we will have to wait for the comprehensive stage history, and offers less than four pages; Arthur Humphreys (Oxford *Julius Caesar*) provides a well-judged précis of John Ripley's time; Taylor weaves a deal of stage history into his discussion; the *Shrew* editors all realize that performance is the key to interpretation; the American stage is allowed a share of the record. Not all editors are at home in the theatre, but they pay their dues.

From these general considerations, I turn to some specific comparisons. The three major editions adopt the same format: text, with collations and notes underneath. I prefer the Oxford/Cambridge system, heavy type for words footnoted, to the Arden italics. Typeface and layout are excellent, but the slightly larger Cambridge page may be found more readable. (Its paperback is stitched, too.) The Oxford/Cambridge notes are frequent and helpful, but



Which Shakespeare?

Ralph Berry offers a consumer's guide to the texts currently available

not overweening. "The Commentary aims to help the reader without overwhelming the text" (Cambridge) is the common principle, and the introductions tend to be leaner than the Ardens'. The general editors could usefully insist more on follow-up notes (still = "always" needs explanation of the fifth occurrence, not just the first). On format, there is little to choose.

Where Cambridge scores is in its greater attention to the visual side. Each text contains several drawings by C. Walter Hodges of possible Globe/Blackfriars stagings. I find most helpful the diagrams of the orchard scene in *Romeo and Juliet*, with the suggestion that Romeo might climb the "wall" represented by the plinth of the column, and the twin possibilities for the *Shrew* staging (Sly aloft, or on the main stage). These drawings really are visual aids to understanding the text. Then again, Cambridge has a greater commitment to illustrations, especially of stage history. Norman Sanders has selected a clutch of photographs of "Arab" Othellos (Salvini, Forbes-Robertson) and "Negro" Othellos (Kean, Oliver). G. Blakemore Evans offers an engraving of an eighteenth century balcony scene, which contrasts nicely with a photograph of the same moment in Zeffirelli's production; there's a world of difference in the theatrical assumptions. Oxford seems not to have a consistent policy in this problem. The Oxford *Shrew* has no illustrations, and *Troilus and Cressida* virtually none. The latest two, *Titus Andronicus* and *Julius Caesar*, are however satisfactorily illustrated, including photographs of Peter Brook's and Beethoven Tree's stagings. The announced policy, "many of the volumes are illustrated", is curious. Why not all? Did anyone object?

A direct comparison is possible with *The Taming of the Shrew*; that contemporary limbo. Brian Morris's 149 pages of New Arden introduction end (at "kiss me, Kate") with "I believe that any actor, striving to represent Petruchio's feelings, at this moment... should show him as perilously close to tears, tears of pride, and gratitude, and love". Those for whom this affirmation recalls Oscar Wilde's reaction to the death of Little Nell may prefer the late H. J. Oliver's Oxford edition: his 75 pages crystallize into "The lecture by Kate on the wife's duty to submit is the only thing that comes to the fore" and

for that very reason it cannot logically be taken seriously, orthodox though the views expressed may be". Ann Thompson's 41 pages (the Cambridge page holds about 50 per cent more words than the Oxford) are much possessed with the oppression of women. She thinks it likely that the play will become less popular on stage, but concedes that "it is only sensible to talk of effectively banning the play if, as well as taking a crudely unhistorical view of this particular text, we exaggerate the moral authority of art". The reader may choose between Morris's views of Petruchio as a social worker, Oliver's tough-minded formalism, and Ann Thompson's sense of the *Shrew* as an early Problem Play.

The New Penguin series, admirably edited, remains remarkable value. It is difficult to envisage the market for A. L. Rowse's modernized text. The editor has consistently changed "thou" to "you", corrected grammatical lapses, and introduced some modern words for archaic "burdens" for "fardels". There are no notes, so that many unfamiliar terms ("ranker rate") go unexplained. The text is de-natured, and on occasion hopelessly mangled. "O God, Horatio,

what a wounded name!" comes out as "wound name". The call for a fully modern Shakespeare is periodically raised, and for a reason, but Rowse's is not the answer.

To sum up. It's plain that there are no pre-prescriptions as to the "best" Shakespeare. Grants to New Arden's historic claim to a copy, everything else is discussable. The among critics (which the *Shrew* vividly illustrates), the ferment in textual studies, evolution of stage practices, all prohibit "authoritative" version. One has then to choose winners, losers, prices. Of the Oxford, *Shrew*, is advanced beyond current competition (not take some beating at any time); the *Shrew* is strong; *Troilus and Cressida* is short-weight; *Andronicus* and *Julius Caesar* are solid, substantial jobs. The Cambridge *Romeo and Juliet*, *Othello* are very well done, and the *Shrew* does be considered via the tastes of anyone reading the play from it. The reader or buyer will, be eclectic, like the textual editors; a mid-sense, say, to order the Arden *Hamlet* for the library, the excellent Spencer-Barton New for gain for course adoption, and to keep an eye for G. R. Hibbard's Oxford *Hamlet*, due out next year. In a close decision I would personally opt Cambridge, because of the sheer usefulness of Walter Hodges' drawings. But the main message on mauling lists, order inspection or harmonize buying plans with examination requirements and to make choices. These and reactions will be noted by editors and publishers and will influence the later volumes in the Oxford and Cambridge will offer a Shakespeare that is in part remade by today's audience.

The New Cambridge Shakespeare:
Romeo and Juliet. Edited by G. Blakemore Evans. £15.00, 0 521 22223 0. £2.95, 29405 3.
Othello. Edited by Norman Sanders. £15.00, 0 521 22239 3. £2.95, 29454 1.

The Taming of the Shrew. Edited by Ann Thompson. £15.00, 0 521 22195 1. £3.50, 28041 2. Cambridge University Press

The Oxford Shakespeare:
Henry V. Edited by Gary Taylor. £12.95, 0 19 281291 2. £2.50, 281438 9.

The Taming of the Shrew. Edited by H. J. Oliver. £12.95, 0 19 281291 2. £2.50, 281440 0.

Troilus and Cressida. Edited by Kenneth Muir. £12.95, 0 19 281291 3. £2.95, 281439 7.

Julius Caesar. Edited by Arthur Humphreys. £12.95, 0 19 281291 6. £2.50, 281445 1.

Titus Andronicus. Edited by Eugene K. Walker. £12.95, 0 19 281442 7. £2.95, 81280 5.

The New Penguin Shakespeare:
Henry VI, Part One. £1.95, 0 14 0707 31 2. *Part Two*. £2.25, 36 0. *Part Three*. £2.25, 31 9. Edited by Norman Sanders.

Hamlet. Edited by T. J. B. Spencer. £1.50, 0 14 0707 34 4. Penguin.

The New Arden Shakespeare:
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The Contemporary Shakespeare. Edited by A. L. Rowse.

Hamlet. 0 8191 3898 3. A Midsummer Night's Dream. 3900 9. The Merchant of Venice. 3901 5. *Julius Caesar*. 3902 5. *The Tempest*. 3903 3.

Romeo and Juliet. 3903 3. University Press of America £2.95 each.



Romeo and Juliet according to Zeffirelli (above) and a Victorian engraving (below)

Moulding Scotland

Scotland's Story: 24-part series by STV for Channel 4. Wednesdays and Thursdays at 8pm.

I grieve (which is a good Scots word for wailing privately while smiling publicly) when I saw the haggis mish-mashery with which programme one introduced STV's much vaunted 24-part series *Scotland's Story* which will occupy the prestigious mid-evening slot on Channel 4 each Wednesday and Thursday till the end of November. We are, as they say, 6 up and 18 to go, and if you decide to join the congregation you will be in time to follow the fate of Scotland from the time that we took over the English crown in 1603. From which you will gather that I have survived the scintillating shock of watching tartan Texans ouzing Glenlivet tears over the Alexander brothers' warbling of "The Mountains of Home" and the even greater shock of hearing Lord Manny Shinwell (who has been allegedly sane for the best part of a century) claiming that the Scots were the lost twelfth tribe of the children of Israel. Yes, I even survived the last of episode two in which, for 10 lightning seconds or so, Billy Connolly played the great Caledonian warrior Calgacus - or was it the other way round? At that stage things were a little confusing.

In all fairness, the story did begin to settle down once Billy Connolly and Agnieszka had their tiff at Mons Graupius in AD 84 and in episode two, but it is only when the four clear divisions of Picts, Britons, Angles and Celts begin to fuse into a nation that the story of Scotland can begin to make any sense at all. In fact it only crystallizes when the Old Enemy of England forced the vastly disparate elements of Scotland to meld in a common cause. In truth the very point at which *Scotland's Story* achieved a cohesive narrative was at the point (in the third episode) when the brutal execution of the patriot Wallace by the

ARTS

Classic moves

Under the Volcano (15)
Odeon, Haymarket
The Wandering Company
24, Wednesday, October 3, 11.15pm.

Most critics have given *Under the Volcano* a rough ride, usually because they have an affection for Malcolm Lowry's novel and consider John Huston's adaptation flawed. It is, and nicely illustrates some problems of screen narrative as well as the audacity involved in transferring to another medium a minor classic which has the idiosyncrasies of the type and a faithful band of admirers. Considered in itself, however, the film is not half bad and Albert Finney's performance as the doomed Consul, Geoffrey Firmin, an exceptional achievement. Most actors can turn in a cameo portrait of a drunk; this is a fresco, sustained over more than 90 minutes, which makes the character credible and sympathetic while at the same time pointing to its Faustian dimension. Finney's Consul is very funny, yet creates an unease that makes you hope no one has noticed that you are laughing at his distress.

In his Guardian Lecture at the National Film Theatre on September 3, Graham Greene observed that short stories tend to adapt better than novels on the screen. Film time is not the same as literary time and the director has less control than the writer over his audience's perceptions. Lowry's novel, though it concerns only a few days in "real" time, is a large, disordered account, constantly shifting between the point of view of the writer, as observer, and the inner experience of his central character. The conventions of literary narrative allow this. The conventions sometimes used in the cinema to suggest a character's perception of events are more visible contrivances and Huston has decided to do without them.

As a result, the spectator is situated outside Finney and it is precisely this that sets up the disturbing gap between our amusement at his antics and our growing sympathy for the man. We see him adjusting his private face as he comes into the presence of Yvonne (Jacqueline Bisset) and Hugh (Anthony Andrews), and know that

neither of them is fool. But are they? As the film progresses, they are drawn into Finney's illusion until, at last, his jealousy of their relationship tips to what he imagines it to be demonstration that the hell of his world is that its fantasies refuse to be shared. The film is obliged to compress, to make explicit, but, with the exception of the mad final scenes, it manages to turn to its advantage.

It will be interesting to see what the Wandering Company has done to *The Wandering Company*, the Merchant-Ivory adaptation of Henry James' novel is due to open in London early next month, and, to coincide with it, Channel 4 is showing a documentary on the work of this extraordinary partnership. "More than a marriage" is Shashi Kapoor's verdict. Yes, since the team also includes the writer Ruth Praver Jhabvala, it is at least a marriage of convenience.

The arrangement seems to strive because of the fascination of the other two with the personality of the producer, Ismail Merchant. The fascination being the ambiguous one that art feels for money. James Ivory, the director and Jhabvala talk about Merchant in the faintly amused tones of those who acknowledge that the cinema has industrial connections, but would rather not know the sordid details. Ivory with detached irony, Jhabvala feigning mild reproach as she looks at shiny transactions in the back streets of Bombay, have created for Merchant the character of a charming rascal which he accepts with gusto. Clearly, they could not exist without each other.

The documentary is full of anecdotes (the row between Ivory and Raquel Welch on the set of *The Wild Party*, for example). There is Jennifer Kendal's last interview and a survey of the films, from *Shakespeare Wallah* on. But these are incidental to the story of the team's domestic arrangements and the question of who pays the strings: does the art of Ivory and Jhabvala launders Merchant's money, or is Daddy Merchant just indulging his children's celluloid fantasies? He manages to suggest as much, but perhaps that is part of the character. Like all successful "marriages", this carries on because its partners' misapprehensions about each other prove to be fruitful ones.

Robin Buss

Under the Volcano has been reissued in a paperback edition by Jonathan Cape (£8.95), with an introduction by Stephen Spender. The Merchant-Ivory-Jhabvala partnership is the subject of a book (*The Wandering Company*, BFI Publications, £4.50) by John Pym, published last year.

Workshops

The National Festival of Youth Theatre, now in its eighth year, was held last week in a number of mainly campus theatres in and around Loughborough and was hosted by Leicester-shire Education Committee, Charnwood Borough Council and Loughborough University of Technology. Nine youth theatre groups from all parts of Britain gathered together to take part in workshops and to present their various performances. Together with the various regional and county groups, the National Youth Theatre was at the festival with Peter Terson's *Good Lads at Heart*.

Charnwood Youth Theatre opened the festival with a performance of *Suffolk Punch*, a 50-minute piece drawn from Robert Blythe's *Akenfield*. The central character, Phyllis, narrates her home village for her mother's funeral and around this central event is woven a mobile tapestry of impressions and happenings, some

frankly nostalgic others bringing into relief the often unsuspected harshness and desperation of the apparently idyllic rural England of the past. The eight players, all continuously on stage, sustained the piece very well. Brevhouse Youth Theatre from Taunton presented Brecht's *The Mother* in Rawlins Upper School in the middle of the week. This 90-minute piece tells how a Russian housewife, Pelagea Vlasova, between 1905 and 1917 is gradually drawn into working for the Revolution. The Brevhouse group made the play into a vigorous tract, their ensemble playing of the revolutionary demonstration scenes were particularly good.

On this brief evidence it seems clear that the festival was bound to be successful. Youth arts groups of all kinds can only benefit from being brought together to learn from each other. In doing so they reinforce and reward their own commitment and also demonstrate to the world at large the educational and social worth of what they are about.

Gerald Haigh

Book week

Postman Pat, Spot, Puff Puttin and Fagin the Boggymen will be helping Rod Hull and Emu to launch Children's Book Week at noon next Wednesday at the National Theatre. There will be special events all over the country between October 6 and 13 including visits to schools and libraries by authors and illustrators, tea parties, theatrical happenings and competitions. Information about local plans may be obtained from the theatre library, community centre or Federation of Children's Books group in any area. Angela Tombs or Dorothy Wood at the National Book League (01-874 6361) would also be able to help.

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BOOKS

Small print in the Faustian contract

T S Eliot. By Peter Ackroyd.
Hamish Hamilton £12.50, 241 113490.

T S Eliot is, in a curious way, an ideal subject for a biography. He loathed the idea of being "sprawled and wriggling on a pin" and believed, or claimed to believe that the revelations of the artist were strictly impersonal. When a French critic observes that "apart from his books Flaubert is totally uninteresting," Eliot obviously admires Flaubert for being boring quite as much as he admires the critic for saying so. Eliot's posture and personality reveal a transparent need for camouflage.

The result is predictable. Eliot's private life has attracted passionate, sometimes prurient, curiosity hugely gratified by Peter Ackroyd's book, not because of new information, of which there is comparatively little, but because of the crispness in the writing and the adroitness of presentation.

The achievement is the greater because Ackroyd has laboured under what would appear to be liabilities. Much material for a biography of Eliot remains unavailable. He has, for example, been unable to reproduce the extensive correspondence between Eliot and his childhood sweetheart Emily Hale, who in later life crossed the Atlantic on a number of occasions to be with him. She it was, for example, who accompanied him to a deserted garden in Gloucestershire which became the focus for the first of the *Four Quartets*. Her feelings on learning of Eliot's sudden remarriage in later life may be imagined as may those of John Hayward, the crippled scholar with whom Eliot lived in Kensington and whom, Ackroyd implies, he also left in the lurch. Moreover, Eliot's widow has felt unable to cooperate with the result that Ackroyd could not quote from the poems. This is, in fact, something of an advantage. Eliot's poems are wearisomely accessible, and already subject to academic critiques well in excess of requirements. Also, of course, the treatment of the last years of his life is necessarily skimpy. This, again, hardly matters. Eliot's declining years were obviously something of an idyll, and idyll has a way of being rather boring, except for the participants. His life is interesting for other



reasons. The world worships success, and biographies are, on the whole, success stories with which the reader can temporarily identify himself. (although many of them seem to contain a pretty medieval moral about "success.") But Eliot's achievement is of the most respectable, indeed awesome kind. Admitted his origins were not humble, but at least they were sufficiently remote and "provincial". He was the youngest of a close-knit family containing admiring older sisters and, in the mother, a thwarted poet. He was early recognized as gifted and did well at Harvard, where he was on track to become a tenured philosopher. Unfortunately his travelling fellowship to Europe was synchronic with the assassination of the Archduke in Sarajevo, and he scuttled over to Oxford. The accident was decisive and he did not return to America until 1933. He infiltrated Bloomsbury, joined Lloyds Bank, found his review-merit in the TLS and other eminent organs, induced Lady Rothermere to finance the prestigious *Criterion* and became a director at Faber's. Even the bafflement his poetry occasioned was a public bafflement. Even his notoriety was a form of success. The reader might easily think in terms of sleek, pin-striped, urbane world in which Eliot moves smoothly into positions of power and influence.

Yet, canny and gifted as he was, and endowed with a good deal of the gear and the grit of the social mountaineer, his private life seems to have been one

of almost unrelenting turbulence and misery. For a poet of such eminence whose life contained so much grinding unhappiness one would have to go back to Coleridge. There were several reasons for this, though the overwhelming one would appear to be his first marriage to an Englishwoman, Vivien Haigh-Wood. Her family were Hampstead, hyphenated, hickish. As he was something of a snob, he probably felt that he could not go far wrong. He could, Ackroyd astutely surmises that the couple misread each other from the start, and that in particular his pleasure in what he took to be her spontaneity and high spirits, so unlike his own Freudian disposition, were indelicately exhibitionistic and hysterical. It was quickly became evident that her emotions were cleaved, as pre-NHS doctors swarmed gleefully to counter each new psychosomatic manifestation. But Eliot himself was something of a connoisseur of sanatoria, the health farms of their day. The book is in fact strewn with "exhaustions", "paralyses" and "rest cures", and the well known line in *Four Quartets* to the effect that "the whole earth is our hospital" threatens to take on a personal complexion.

Like many people who set great store by being prudently wary, Eliot had made a decisive slip. Finally he had had enough. When he left America to lecture in 1933, he did not return to his flat. She haunted him, and perhaps the most harrowing moment of the book is when he finally caught up with him, though with no positive results for her. She was committed to a mental institution and died in 1947.

It is interesting that when Eliot left his wife his criticism became almost hysterically moralistic. About this time, when Eliot's religiosity was in its height, Paul Elmer More accurately remarked that his God was "an abstraction of the unholy coupling of the Aristotelian Absolute and the Phoenician Moloch".

Eliot's, then, was a "success" story, but Ackroyd's book is primarily about the reader who is the reader comes to realize that in the small print of the Faustian contract was the point that the private unhappiness was the condition of his creativity. More than ever after this Eliot looks with supreme irony like a supremely Romantic artist, and even in his criticism (of other writers) one can discern a shadowy series of self-images, what Goethe called, in relation to his own work, the "fragments of a great confession". In this book Ackroyd has made the most of the private unhappiness, the most of the blood, sweat and tears, at least they thought them in a new context. The dispassion, if touched on at all, was a

Macdonald Educational

Edward Noll

Lion of Judah

The Emperor. By Ryszard Kapuscinski.
Penguin £2.50.

Ryszard Kapuscinski's wonderful book about the decline and fall of that extraordinary ruler Haile Selassie concerns itself centrally with the nature of absolute power - how it is attained, exercised and ultimately lost. As such, of course, its meaning may be extended far beyond the Ethiopia which Kapuscinski, a veteran foreign correspondent of the Polish Press Agency, brings to life with such memorable force. To his native land, for a start, *The Emperor* is nothing if not a fable of how tyrants, under whatever banner, secure and cling to power at the expense of the ordinary people. Sensibly, Kapuscinski declines to be pinned down about the hidden subject of his work - if any - beyond the mild observation that in most of the world there is understandable anxiety about the degree to which our lives are coming increasingly under the control of those above us.

That said, I cannot recommend *The Emperor* too strongly as a spellbinding read, a sustained and brilliant example of the craft of the reporter (an endangered species in British journalism). In the first few pages, describing how he made contact with the former emperor Haile Selassie's court, whose recollections provided his raw material, Kapuscinski catches and conveys superbly the pervasive sense of terror which gripped Ethiopia about the King of Kings finally lost his hold on the country he once regarded as his personal possession. "All the houses were watching each other, spying on each other, sniffing each other out. This is civil war... A car passes, then stops. The sound of gunfire. Who was it? These? Those?"

Kapuscinski's ear is equally good when the courtiers remember their days in the service of the Emperor during his rule of more than 40 years. On his regular morning walk, one recalls, His Majesty would be trailed, always a respectful pace behind, by a succession of the spies on whom he had come to rely for information about the

endless intrigues with which the factions passed their time. As information whispered to him, Selassie, never questioning or meddling, would lose his famous legs of veal and feed prime cuts to the royal leopards. When he heard enough, dismissing all but him with a nod of the head, he would walk on alone as the mist rose over the lakes, pondering his strategy the day - who to raise up, who to cast down, what checks and balances were required to retain total control of his nightmarish kingdom, where starvation of hundreds of thousands of people was considered no bad thing, "rational order and a sense of humility".

Page after page of unflagging reporting fills Kapuscinski's book, locating a courtier whose job was as a human cuckoo clock, popping to bow before the Emperor on hour during official audience. Another recalls how, when the ruthless young soldiers of the Day were closing in on the Palace and their search for the looted millions, perhaps led them to a Persian carpet covered in flour literally littered with dollar bills (another fortune was captured in His Dignified Majesty's collection of Bibles). And there was the cold, almost medieval cruelty on which Haile Selassie's ultimately depended: toning down the country, he would be accompanied by a cage in which imprisoned those suspected of conspiring against him. At intervals, he would order them to be executed in public to discourage other would-be plotters.

Appropriately, *The Emperor* ends with a riveting final glimpse of a descendant of King Solomon, deposed, waiting to be driven off into captivity (and ultimate death by "military failure"). A little green Volkswagen appeared and an officer in the driver's seat went forward to shake hands with the king. "You are serious," His Majesty said. "I'm supposed to go out like this."

Philip Jackson

Resounding echoes

1948 And After: Aspects of Israeli Fiction. By Leon Y. Udkin.
University of Manchester, Journal of Semiotic Studies, Monograph No. 5, 0 9507885 1.

There are so many people busy writing books in Israel that one sometimes wonders who, if anyone, does the reading. One answer would seem to be academics, for there are also many books of Hebrew books about Hebrew books. Mr Udkin has now produced one in English. It is balanced, comprehensive and, if one may be frank, it is as easy to read than some of the authors he has chances to describe. It is perhaps even a little too comprehensive, for not every book examined is worth inclusion in a work of this quality.

The period covered - 1948 and after - represents hardly more than a generation, but it encompasses a great variety of experiences, from the War of Independence and the years of mass heroic epics to the more recent, less heroic, changes in Jewish history.

One trend in most Israeli novels, even where they are concerned principally with the private passions of private individuals, resounding echoes of external events, as if every novelist regards himself as a witness and a member and any student of modern Hebrew literature will receive more than a passing insight into modern Israeli history. Yet it barely touches on recent Jewish history, conscious effort to distance themselves from the Jewish past and indeed, from the Jewish faith, and others, while not making the same effort, achieved the same effect. They had enough of blood, sweat and tears, at least they thought them in a new context. The diaspora, if touched on at all, was a

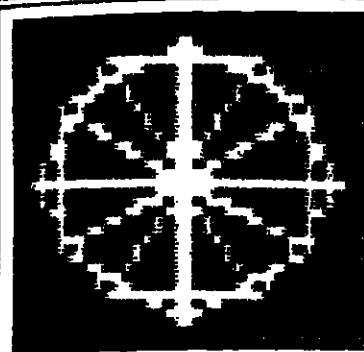
Yudkin makes several passing references to Abraham Appelfeld, but he deserves rather greater attention for he is, to my mind at least, the most original and sensitive writer in Israel. He is a Holocaust survivor and his experience dominates his work, but there are no gas-ovens to his stories, rather they are off-stage. His approach is oblique and the sense of mystery pervades his page. It is not Kafkaesque, except that Kafkaesque hidden fears, whereas Appelfeld calls known events. He does not translate well, for he deals with much rather than situations and he needs a staccato cadence of Hebrew to suggest the inexorable approach of doom, though he is terrifying enough even if read in English. Like all novelists, Mr Udkin likes to fit his subjects into neat categories, and like all original writers, Appelfeld is too unique to be categorized.

Given the problems which confront Israel, and which at times have threatened to overwhelm her, one might have expected a flood of escapist treatise or even a flood of escapism, but Udkin's approach is serious, not escapist, and he does, however, touch on incidents which are less fraught than others. Two very different novels by two very different novelists (Moshe Shamir and Benjamin Tammuz), and both young Scandinavian women. See a young Scandinavian woman. See a fairly ubiquitous in the modern Hebrew novel, but as if mindful of the many thou-shalt-nots of Scripture, the fusion of body and soul, forbidden fruit has a forbidding flavour. Only the blonde, blue-eyed *shiksa* from the north can carry bile intimidation and untrammelled joy. In the last novel there is no escape from the old and paganism is something to be yearned for rather than attained.

Chaim Bernman

RESOURCES

Richard Noss on the arrival of four versions of BBC Logo



At the recent and highly successful conference of the British Logo Users Group all four versions of the BBC LOGO were actually on display. They had bugs and were not actually safe to use, but they did exist. Consequently, although a full review with details and prices will have to wait until a future date, it is at last possible to try to orientate the disoriented, and to offer some comfort to those BBC owners who have begun to believe that they are condemned to BASIC for ever. There are four versions to choose from. They are: Logotron Logo, Acornsoft Logo, Open University Logo, Logo Software Ltd Logo.

Logotron is marketed the Logo produced by the Paris-based offshoot of Logo Computer Systems Inc. These are the people who have produced Logo for the IBM-PC, Apple, Sinclair Spectrum, and the excellent Atari, so if you decide to put in an advance order, you can at least be sure that they know what they are doing. Of course this in itself does not guarantee that the BBC version will be as good as all the others, but I have seen the pre-release versions and I am impressed. It will be

on a single chip (important for those who have used up nearly all their "holes"), it is fast in both turtle-graphics and list-processing, and it has good documentation.

There will be no frills; in fact to get the whole of Logo into one 16K chip will be no mean feat. On the other hand, it will be the only version to support "Sprites" - turtles which can be given speed and which the user can program to any shape. To put it crudely, the addition of sprites means that the fast-moving games much beloved by children can actually be programmed by children.

The good news is that the sprite board will be a piece of hardware which can (optionally) be plugged into the machine, and provide the user with 30 (yes 30) programmable sprites. The bad news is that it will initially cost around £150. This is ridiculously expensive, and will be outside the reach of most primary schools, but given sales to some secondary schools and colleges, teachers' centres and households, the price is bound to drop.

The second version which is imminent is that produced under the Acornsoft banner. In contrast to the Logotron version, this is on two chips. It is an extremely full version which contains a number of new features which are not found on the standard LCSI versions. This applies to the turtle-graphics commands, but particularly to the list-processing aspects which allow you to do all kinds of things which previously had to be written by the user.

Unfortunately, the very people who are most likely to appreciate these excellent facilities, are also likely to be disappointed by the slowness of the implementation. This is not serious with turtle-graphics (it is not fast but it is acceptable), but it is very slow in text and list processing. Reversing a simple list is four to five times slower on the Acornsoft version than on the Logotron one. More annoyingly routine things tend to take a long time. For example, on entering the Logo editor, the user actually has to wait as each line is generated character by character. This can be a tedious business in a long procedure. However, its very big and from the programming point of view, powerful implementation which is closely modelled (as far as

synth is concerned) on the LCSI versions from America. It too comes with good and comprehensive documentation.

The third offering comes from the Open University, who, having based a significant amount of their "Mirocos in Schools" material on Logo and understandably despairing that there would ever be a version for the BBC machine, decided to write their own. Unfortunately, the signs are that they did not quite make it. The OU Logo is professionally written, reasonably fast (as long as you don't mind not seeing the turtle), and does most of what one needs, but many of the Logo primitives seem to be difficult.

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LOOK at LOGO

rent from the rest of the world's for no good reason. This may not matter if it is the first and only version one sees (although it does diminish the value of the growing range of Logo books and materials). More important is the decision to leave out the colon - the Logo "dots" in front of the values of variables. I won't go into this here, except to say that I think it is an educationally unsound move.

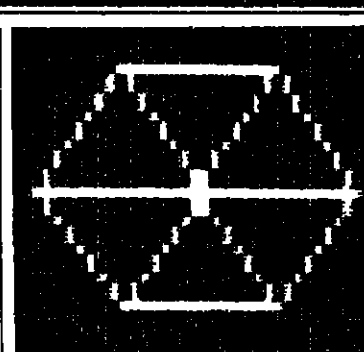
OU Logo is also full of rough edges. Individually these defects are not great: in total they add up to an implementation which falls short of the other two. And the error messages are (at least at the moment) a disgrace. They do not even tell the user which procedure the error occurred in.

However, despite the differences and allowing for personal likes and dislikes, the bewildered purchaser would not feel too let down if he or she buys any of the above three versions. The same cannot be said of the fourth version, that from LSL (Logo Software Ltd). The people who wrote this version seem to have understood that Logo is derived from LISP, the powerful language used by researchers in Artificial Intelligence the world over. Unfortunately, they do not seem to have realized that it is also a language designed for learning. It is a most extraordinary implementation, not least because it has the distinction, as far as I know, of being the only version of Logo ever written without a full screen editor. The syntax can only be described as Byzantine.

So much for the Beeb. But there was more at BLUG than new Logos for the BBC. In particular, there were two Logo-related items that particularly took my fancy. The first of these was the new Apple Logo II. This is an expanded new-generation Logo which runs in the 128K version of the Apple IIe or IIC. It has a whole range of features which brings one stage nearer the point where Logo really can provide all of the programmer's needs, and one more reason to avoid Basic. Just to give a feel of the power of the implementation: it has 253 built-in commands ("primitives"), compared with the original Logo's 207. The extra commands provide access to features such as advanced trace and debugging tools, music, more control over text display, and, most importantly, a powerful file handling system. This makes it possible to create data files, random access files, and so on. In fact all the things that only lack of space has stopped micro-based Logos including in the past. My love affair with Logo II was made more intense by the fact of trying it on the new Apple IIc, a tiny but powerful machine which is a joy to use.

It is interesting that Apple have chosen to highlight the new Logo in the advertising material for the IIc. If the rumours of an impending price cut to the educational world are true, this machine should be a serious consideration for those who have decided that educational computing ought to consist primarily of word-processing, data-handling and Logo.

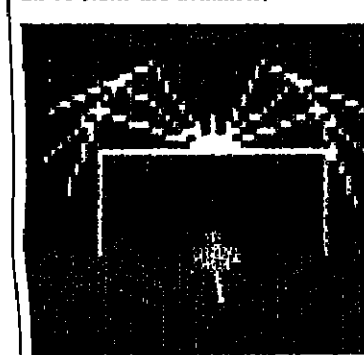
The other excitement was that the



Jess-up turtle has finally lost its umbilical cord. This is good news for those who continually got their cord in a twist, and the new radio-controlled version should be available soon at virtually the same price as the cord-bound one.

If your school has recently received a mailing from Foulsham Educational advertising their "Nectarine Logo", you may be puzzled that there has been no mention of it here, because, despite the description in the leaflet which verges on the violation of the trades descriptions act, it is not Logo. It is, in fact, a rather poor picture-drawing program which resembles the language it was written in, Basic. In case I should be accused of exaggerating, typing FORWARD results in the message "Mistake number 13". In their leaflet, Foulsham quote from an article I wrote for *The TES* some months ago, in which I said there was no Logo for the Beeb. If it had been left to Nectarine, there still wouldn't be.

A fuller review of BBC Logos will appear in *The TES* on November 8, if all versions are available.



Fun to read

Bibliobus Teachers' Guide £2.50; Pupils' Activity Book 80p; Answer cards £3; Readers £5 each.
Complete Collection £42.
Mary Glasgow Publications, 140 Kensington Church Street, London W8.

French departments already using the Bibliobus graded reader scheme will welcome the publication of Collection C which extends into the third year. The boxed set has 25 titles (two copies of each) at five different levels, increasing in length from about 800 to 1,000 words. Structure and vocabulary are carefully controlled and two immediately impressive features are the excellent illustration and range of content.

The non-fiction deals with computers, cars, television, Toussaint Louverture, the 1982 Tour de France and advertising.

The fiction comes in many styles from thrillers to sci-fi, from incipient romance to thinly disguised ecology. Unexpected themes such as betting and shoplifting add piquancy to the realistic stories, and respectable hobbies like bird-watching suddenly lurch into fantasy. The humour is pervasive. I enjoyed the role-reversal of *Sophie Le Fiancé*, the up-market ghost driven neurotic by brash new owners of her castle. Hard to beat for verve, and a hilarious humour is Geoff Chambers' *La Plante au Trésor*, an intergalactic Treasure Island. The message here is that French can be unpredictable and fun to read.

Mary Glasgow have found a formula which brings reading for information and reading for pleasure within reach of almost any class. Collections A, B and C together contain 75 titles at 15 levels in a scheme which works well as a classroom or departmental library. Practical and reasonably priced, *Bibliobus* is a major contribution to the early stages of learning French through reading.

David Swain

notes

COMPUTER BOOKS

Computer books have overtaken cookery and gardening as the big sellers in some of the larger bookshops; WH Smiths, for example, report an increase of 200 per cent in the sale of books on computers. Most people who buy a computer can be relied on to buy four to six books in the first six months. Deeply, most begin by trying to program and end up playing games (but they go on using books to help them).

It is findings like these which have prompted the Book Marketing Council's latest promotion - Mastering the Micro. They were announced by Tim Hartnell, author of books and articles on computers, at the promotion's launch.

Worried that some bookshop owners had not seen the potential of the market

are befuddled by the range of choice, the BMC have produced a list of books and software which might make up a "starter pack" for bookshops wanting to open a section on computing.

Books included are "30 Hour Basic" by Clive Prigmore; "Step-by-Step Programming" by Ian Graham and Phil Cornes and "Programming Arcade Games for Your Spectrum" by Adrian Jones. Software on the list includes "Ballooning", "Car Journey" and "Panic" (all by Peter) from Five Ways Software and Hill MacGibbon and "The Hobbit" from Melbourne House and Allen and Unwin. The Micro series for the very young from Ebury Software is also recommended as a series which bookshoppers might advantageously offer to parents.

LISTEN WITH MOTHER
The BBC's "Listen with Mother" is now available on cassette or LP record.

Among the 10 stories on the album are Clement Freud reading "Fish Fingers and Custard", Patrick Moore with "Mickle the Mischievous Alarm Clock" and Hannah Gordon with "Mr Peabody's Squeak".

Records and cassettes, price £2.99 approx, are available in local record shops or high street stores.

PARENT PACK
PPA, the Pre-school Playgroups Association, has produced a pack for introducing new families to playgroups or mother and toddler groups.

The "Parent Pack for PPA Groups" has sections on welcoming parents to the group, explaining how it works, making the child feel at home and suggesting how parents might help.

It is being sent to all PPA members, but can be obtained from PPA Terrapin, The Hill School, Pappard Road, Caversham, Reading, Berks RG4 8TU.

COCKPIT GALLERY
The Cockpit Gallery in London has recently received funding from the GLC to develop its touring exhibition programme. As part of an educational project (involving work in schools, youth clubs and colleges, the gallery produces photographic exhibitions dealing with contemporary cultural and social issues. Photographic work, in the form of exhibition panels, pamphlets or photo stories, is produced in close collaboration with young people and teachers.

For further information or a brochure of exhibitions, telephone or write to Cockpit Gallery, Princeton Street, London WC1 (tel: 01-405 5334).

CORRECTION
In the issue of August 24, the prices of the CRAC publications "Surviving Interviews" and "Write Your Own CV" should have been quoted as £3.40 and £3.50 respectively.

TELEVISION PROGRAMME RECORDING

A licensing Scheme to enable the recording off-air of TV programmes for Educational and Training purposes. The scheme commenced on 1st May 1984. Educational and training institutions, continuing education centres and community groups may register to record designated television programmes transmitted by Channel 4 TV for use for educational, training and study purposes.

Only designated titles may be recorded by those licensed to record. Annual fees are payable for each programme. A Fee Code is shown alongside each title and a fee scale is published by Guild. To Register contact Guild Learning at the address below:

Advance Information of Programmes Available For Recording For The Month of October, 1984.

Date	Time	Title	Fee Code
October 1st	18.00	Well Being	Fee Code B
October 3rd	20.30	Diverse Reports	Fee Code B
October 4th	22.55	Blood of the British	Fee Code B
October 5th	20.00	A Week in Politics	Fee Code B
October 8th	22.30	Food For Thought	Fee Code 2
October 10th	18.00	Well Being	Fee Code B
October 11th	20.30	Diverse Reports	Fee Code B
October 12th	22.55	Blood of the British	Fee Code B
October 13th	20.00	A Week in Politics	Fee Code B
October 17th	22.30	Food For Thought	Fee Code 2
October 18th	22.55	Blood of the British	Fee Code B
October 19th	20.00	A Week in Politics	Fee Code B
October 24th	20.30	Diverse Reports	Fee Code B
October 25th	22.55	Blood of the British	Fee Code B
October 26th	20.00	A Week in Politics	Fee Code B
October 31st	20.30	Diverse Reports	Fee Code B

* Please note that fee code 2 = Zero rating - i.e. No programme fees are payable on these titles.
+ Anticipated transmission time. Please check actual transmission time in the TV Times.
If you receive SIC please check broadcast times as these may vary.



TV Recording Licence, Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 83122

Arthur's Aunt

A Cat for a Noisy Day,
A Caterpillar at Breakfast,
A Crocodile out Shopping,
A Tortoise for Bedtime.

Arthur is four years old. He's a likeable child on the whole; but, like any four year old, he can be downright naughty. From time to time he is looked after by his aunt. She is very far from ordinary and boasts some unusual talents. She can juggle with eggs, play the trombone, wobble her ears and tell hundreds of stories without opening a book. When Arthur doesn't want to eat his breakfast, go to bed, be quiet or hurry up, his aunt solves each problem by means of a story. The stories are about different

animals and she launches into them without a word of explanation, but because Arthur becomes involved, he finds by the end that he has done the very thing that he previously refused to do.

These are excellent stories for reading aloud to young children and, like Arthur, children will find it almost impossible to resist joining in.

For further information about, or inspection copies of Arthur's Aunt, please contact Publicity Department L50, Macdonald Educational, Maxwell House, 74 Worship Street, London EC2A 2EN or telephone (01 377 4673).

Macdonald Educational

Edward Noll

MEDIA

Movement out

SCHOOL RADIO
First Steps in Drama
BBC Radio 4VHF
Thursdays, 9.30am
Junior Drama Workshop
BBC Radio 4VHF
Wednesdays, 11.20am.

A lot has been happening in BBC School Radio drama over the last year. Out have gone those dependable series *Movement and Drama 1* and *Movement and Drama 2*. In their place come two new series, *First Steps in Drama* and *Junior Drama Workshop*.

Though the changes are more in the nature of nomenclature than anything else, they have at least removed that awful word "movement" with all its prissy connotations from the Annual Broadcast Timetable. That in itself can only be of assistance in giving the lie to the idea that, in junior schools at least, it is somehow an offshoot of PE.

First Steps in Drama (formerly *Movement and Drama 1*) is a tightly-structured "starter" drama series for 7 to 9-year-olds. Each programme is carefully crafted to include individual, small group and whole class work, and listening, discussion and decision-making as well as the more traditional movement and improvisation exercises. In this the series is particularly suitable for non-specialist drama teachers.

The main feature this term is a three-part unit *The Adventure of the Arabian Nights*, starting on October 4. With a lot of music, weird sound effects, narration and scripted sections, and well blocked to allow for both selective use and pausing the tape (the teachers' notes stress the importance of pre-recording the programme), each episode is a valuable resource on its own.

Junior Drama Workshop (formerly *Movement and Drama 2*) is a tightly-structured "starter" drama series for 7 to 9-year-olds. Each programme is carefully crafted to include individual, small group and whole class work, and listening, discussion and decision-making as well as the more traditional movement and improvisation exercises. In this the series is particularly suitable for non-specialist drama teachers.

The spin-offs for creative writing and topic work are almost endless. The unit also neatly links in with *Zig Zag* (BBC2, Monday 11.00am/Wednesday 2.40pm), the television miscellany series for 8 to 9-year-olds which is this term transmitting a five-part unit telling the story of the Arabs from Sinbad the Sailor to Sheikh Yaman.

The top junior drama series *Junior Drama Workshop* (see *Movement and Drama 2*) also has an optional tie-in this term. The current unit based on *The Odyssey* is a perfect extension of Leon Garfield's new dramatization of the Homeric epic which is being broadcast in the *Living Language* series (Radio 4 VHF, Thursday 2.20pm).

Better the class hears the *Living Language* programmes first and then sets down to drama, for *Junior Drama Workshop* is a much more open-ended series than *First Steps*. Though the structuring is still there, the need for imaginative work is considerably greater: for the teacher tape-recording and advance listening are essential.

Although also designed with non-specialist drama teachers in mind, the quality of work which specialists and their classes will come up with, particularly when the stimulus material is as strong as *The Odyssey*, should be quite outstanding. Just as it used to be with *Movement and Drama 2* - though without all that galumphing movement, of course.

Hugh David



English anthology

A look at Thames Television's courses on drama and prose, with Cecily O'Neill on 'Middle English' and David Self on 'The English Programme'

SCHOOLS TELEVISION
Middle English
ITV, Thames
Thursdays 9.30am
Repeated Fridays 11.22am.

Middle English aims to "stimulate interest in language and literature" and is intended for 9 to 12-year-olds. At one end of the spectrum, the series includes such as "You Tell Me" and "The Juice Job". Here, a mixture of simplicity, a sense of fun, lively music and visual humour provides an instant stimulus for talking and writing. Its instant appeal will be felt by teachers and pupils.

This year's new drama, "The Sea Green Man", to which four of the 10 programmes are devoted, is a very different matter. Like last year's outstanding drama in the same series, "A Game of Soldiers", it attempts to confront important issues. In this case, ideas of obedience, loyalty, justice and social and sexual equality are explored through the story of John Tyler, a cobbler of Burford in 1649, and his daughter Joan. Tyler has served in Cromwell's New Model Army and now preaches the Leveller cause, earning the enmity of his neighbours, especially the local landowner, Richard. At the same time, the Sea Green Man, a thirteenth-century soldier who has refused to fight in Ireland as mere mercenaries, are being rounded up by Cromwell.

The complexity of the historical context is not eased by a narrative line split between the fate of the Tylers and that of the mutineers. Explanation and contrived debate predominate over action. The attempt to place Joan, Tyler's young daughter, at the centre of the action is not wholly successful; the scenes of her tribulation in Richard's house after her father's arrest are most likely to keep the interest and attention of children.

Unfortunately, unevenness in casting and the heavy-handed explanation of the historical background, particularly in the first episode, may work against the involvement of both teachers and children in the drama, but those teachers who persevere and are prepared to carry their classes through the awkward sections may find much of value in the programmes. "The Sea Green Man" avoids none of the big questions about power, civil strife, and social and sexual justice which still plague our society today.

Thames Television is to be commended for including not just the easily-accessible and lighthearted programmes of the kind provided by Michael Rosen and Roger McGough, but for producing work which confronts key issues and aims to challenge both pupils and teachers.

The series is supported by teachers' notes and pupils' activity sheets. Those for "The Sea Green Man" are particularly useful, especially the suggestions for follow-up work in drama. In other cases ideas for work tend to be rather obvious and repetitive, of the "make an anthology" variety.

The anthology of poems, pictures and prose extracts which accompanies the series is excellent. Properly used, these pieces should deepen the impact of the programmes and promote real engagement with the ideas explored in the series.

The second programme (shown this week) is a very powerful documentary based on Hans Peter Richter's *Friedrich*, a story told by a member of the Hitler Youth about his neighbour, a Jewish boy of his own age. A most moving programme, it nevertheless requires careful handling. Terrifyingly, Richter declined to be interviewed, fearing hostile publicity. Nazism is not a spent force.

Next week's programme is in much lighter vein and can be used whether the book in question is a reader or not. It is a straight-forward dramatization of one of Bill Naughton's stories, *Seeing a Beauty Queen Home*. Set in the late twenties, it is both a grand northern comedy and a moral tale of Wally who takes the local beauty home after a dance in the hope of "a cup of ease that might come his way - only to find himself at the wrong end of a long walk on a very wet night."

Yet to come in the unit are programmes about Farrukh Dhoty and one in which a theatre-in-education team work with a school group on Robert Leeson's *My Life*. If "Class Readers" is not a unit to use "on black", it is a resource to use whenever you want to make group reading a logical and agreeable activity and more than a dress rehearsal for the study of an examination text.

books "imposed on conscript readers". He is writing in the typically useful and thought-provoking teachers' booklet (Thames Television, £2.10) that accompanies another year's *English Programme*.

In the same booklet, a teacher, Lorraine Kelleher, suggests that many teachers do have a commitment to the class reader because some pupils need "the support of the class reading situation" in order to experience the pleasures of reading. As Leeson (and many others) might say, that is at least a matter for debate. However, with the support of the first unit of plays and documentaries in this term's *English Programme*, the five featured books, kisses of life for "book-refusers".

Varied in form and style, the unit begins with an "appetizer" for Rosa Guy's much-used novel about Caribbean immigrants in New York, *The Friends*. The programme opens with a strong (and well cast) dramatization of the scene in which the snobbish Phyllis takes home her much poorer friend, Edith. We then see Rosa Guy hold court in the grand manner while young readers pose some very rehearsed questions. Mercifully, this is well decorated with visuals and music, and becomes an effective introduction to life in Harlem in the 1950s.

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Yet to come in the unit are programmes about Farrukh Dhoty and one in which a theatre-in-education team work with a school group on Robert Leeson's *My Life*. If "Class Readers" is not a unit to use "on black", it is a resource to use whenever you want to make group reading a logical and agreeable activity and more than a dress rehearsal for the study of an examination text.

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Varied in form and style, the unit begins with an "appetizer" for Rosa Guy's much-used novel about Caribbean immigrants in New York, *The Friends*. The programme opens with a strong (and well cast) dramatization of the scene in which the snobbish Phyllis takes home her much poorer friend, Edith. We then see Rosa Guy hold court in the grand manner while young readers pose some very rehearsed questions. Mercifully, this is well decorated with visuals and music, and becomes an effective introduction to life in Harlem in the 1950s.

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Nursery Education

Headships
CAMBRIDGESHIRE
COLLEGE NURSERY
Cambridge
Applications are invited for the HEADSHIP of this Group School to commence January 1985.
Application form and details from the Headteacher, Shire Hall, Cambridge (CB1 1BP). Tel: 0455 417600. Returnable 12th October. (0455 417600) 100010

Other Appointments
DERBYSHIRE
VICARUNA PARK NURSERY
School
181 Park, Newbury RG13 1ET
Nursery: N.O.R. 70
Required January 1985 enthusiastic
Nursery Teacher
Application forms and details from the Headteacher, Shire Hall, Cambridge (CB1 1BP). Tel: 0455 417600. Returnable 12th October. (0455 417600) 100010

Autumn Preview
(Friday Sept 23, 23.00, VHF)
Chris Serle introduces the new adult education series on radio.

POR AQUI
(Sun 17.30, Fri 23.30, VHF)
A second-stage course in Spanish language and culture, offering the opportunity to practise everyday structures.

A VOUS LA FRANCE
(Wed 23.25, BBC1, Sun 17.00, VHF)
Introductory programmes in the new multi-media series for beginners in the television Tom Vernon explains the methods and aims while the studio presenters talk to teachers and students about their experience of learning French.

OUT OF THE UNDERTOW
(Thursday 23.20, BBC1)
After a short soap opera by Fay Weldon, this programme explores the hopes and experiences of people who have set up their own business in Newcastle and Birmingham.

MICRO LIVE
(Friday 18.00, BBC2)
A monthly magazine featuring Brian Jacks as the computer novice and presented by Ian McNaughton-Davis, with additional information via Ceefax.

BARNET
LONDON BOROUGH
REQUIRED JANUARY, 1985
THE HYDE INFANTS' SCHOOL
The Hyde, Barnet, N20 0NG
Roll 242
Nursery Teacher for part-time Nursery Classes. Applicants should have experience of working in a Nursery or School or substantial Nursery training interest in Parental involvement and developing the Nursery curriculum essential. Scale 1.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Priory Street, N11 2JL to be returned to the Headteacher by 12th October 1984. (359505) 100026

BARNET
LONDON BOROUGH
REQUIRED JANUARY, 1985
THERINE'S R.C. (J.M.) SCHOOL
The Green, Chalfont, Bucks, HP8 5SD
Roll 350
Experienced Nursery Teacher. The School is situated within an ethnically and culturally diverse community and applicants are welcome to visit by arrangement. Salary scale may be given towards the Governor's Office. Closing date: 12th October 1984. (350080) 100086

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BIRMINGHAM
EDUCATION
DEPARTMENT
Required as soon as possible. Scale 1/2 Nursery Teachers. Part Time or Full Time Considered.
Experienced Nursery Teacher for double Nursery Unit. Scale 2 for teacher in charge of unit with an interest in parental involvement and development of Nursery curriculum.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Priory Street, N11 2JL to be returned to the Headteacher by 12th October 1984. (359505) 100026

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Education
Headship
Applications are invited from experienced and suitably qualified Nursery teachers for the Headship of this new school due to open in May 1985.
Preston Nursery School (New)
Near Alfreton
Group 1
Number on Roll 1985 40 (FTE)
This appointment will commence on 1 January 1985 or as soon as possible after that date.
Application forms and particulars for the above post (see leaflet please) from the Director of Education, County Offices, Mallock, Derbyshire. Closing date: 12 October 1984.
Nursery Teachers - Scale 1 (4 posts)
Applications are invited from qualified and/or experienced nursery teachers for posts in newly established Nursery Units in the City of Derby. The vacancies have been created by D. Derbyshire's Nursery expansion programme.
Application forms and further details are available from Mr. P. Purnell, Area Education Officer, Area Education Office, 16 St. Mary's Gate, Derby (see leaflet please). Closing date: 12 October 1984.

DERBYSHIRE
COUNTY COUNCIL IS AN
EQUAL OPPORTUNITY EMPLOYER
DERBYSHIRE
County Council

NURSERY TUTOR
The World-wide Education Service of the PNEU is launching a new Nursery Education Package in January 1985 for families and nursery groups all over the world. A qualified and experienced Nursery Teacher preferably with overseas experience is required to take professional responsibility for this exciting development. Burnham Scale 3 post available for suitable candidates.
For further details and an application form please apply to:
The Director,
World-wide Education Service,
Strode House,
44/50 Onaburgh Street,
London NW1 3NN.
Tel: 01-367 9228
Telex: 822488 (WES 118) (5751)

NURSERY TUTOR
The World-wide Education Service of the PNEU is launching a new Nursery Education Package in January 1985 for families and nursery groups all over the world. A qualified and experienced Nursery Teacher preferably with overseas experience is required to



Symi conscious

continued

from where steps lead directly into the sea and so we were able to swim before, during and after breakfast.

Six years ago the Aliki was just a shell. Once a splendid neo-classical mansion, it was, like so many others in Symi, bombed during the last war. However, its owner, George Aliki, has lovingly restored it to its former glory and it is now a delightful small hotel with just 15 rooms and roof-garden from where the best view of the sunset can be seen.

Symi's heyday was in the nineteenth century when there were some 20,000 inhabitants but today there are no more than 2,500. In 1522, Symi submitted to Turkey sending annually choice sponges to the Sultan's palace in return for which they were allowed to continue their mercantile activities. Shipbuilding, fishing and the sponge trade brought wealth to the island and in the mid-nineteenth century the merchants' mansions were built by Rhodian masons. These splendid neo-classical houses, painted in tones of ochre and with wrought iron balconies, pediments and carved door frames, cover the hillside around the harbour. In 1912 came the Italo-Turkish War and the Italians took possession of the Dodecanese. The Italian occupation, with its severe restrictions, lasted until the end of World War II and resulted in the economic depression of Symi. Many Symiotis left to live in Rhodes, Athens, Australia and America.

There are several myths as to why the island is called Symi. The Italian myth is that Prometheus (who stole fire from the gods) created man from clay there. Zeus, infuriated, turned him into a monkey which lived and died on the island. Since "monkey" is "scimmia" in Italian and "simla" in Venetian dialect, perhaps this explains why the inhabitants are never referred to as "Symians" but as "symiotis". If you're looking for long sandy beaches, big hotels with an international cuisine or frenetic night-life, then Symi will not suit you. However, if you paint, take photographs, are interested in architecture or churches (there are 180), enjoy walking or sailing, then Symi will delight you.

Like every other town throughout Greece, it is swarming with skinny ginger toms, fat pregnant tortoiseshell queens, black moggies, white moggies and tabbies and kittens climbing everything in sight. The Greeks hiss at them, the French and Italians turn a deaf ear to their cries of hunger, but the British slide their fish-heads under the table. There are no traffic jams on Symi because there are no roads, just two taxis which ply between Gialos and Chorio. There are no crowds either because there is a water problem and therefore no large hotels. The only time the town is full is from 11 each morning until 2 in the afternoon with day-visitors from Rhodes, by 2.15 Symi has slipped into a siesta. The only method of getting around

the island, other than on foot, is by boat. Every morning catboats line the harbour advertising day-trips to quiet bays and pebble beaches.

The main excursion, which we did on a rough day, is to the Monastery of Panormitis. It is dedicated to St Michael and up to 500 visitors can stay within the brilliantly white eighteenth century monastery building which lines the shore. There is a highly ornate baroque bell-tower, a courtyard with a dazzling black and white pebbled floor and a famous sacristy with beautiful icons and objects of silverware. There is also a collection of votives, mainly of sailors, and a number of bottles with monetary donations which travelled here of their own accord, having been thrown into the sea.



One day we decided to walk along the cliff path to Nymborio to see the mosaics. Bees buzzed from flower to flower (Symi is famous for honey and herbs) and wild rosemary and oregano grew either side of us.

The most important monument in this area consists of three small, vaulted, single-nave, typically Aegean churches, built one beside the other standing on the foundations of a large early Christian basilica. In the surrounding courtyard a piece of valuable early Christian flooring was discovered but sadly today these mosaics are not in good condition.

An old lady, hair permed and tinted, appeared and asked if we would like to see inside one of the churches. While admiring the icons and bright blue domed ceiling studded with gold stars, she told us in fractured English that she was here on holiday to see her sister, having lived for the past 30 years in America. Where else but Tarpon Springs!

How to get there:

Twelve Islands, 219 South Street, Romford, Essex RM1 1QL. Tel: (0708) 752653. Seven nights bed and breakfast at the Hotel Aliki from £207 per person. Seven nights self-catering at the Villa Mercouris from £162 per person.

Downhill all the way

continued

many places to look on a bike, so you give up looking and look at other bikes, or rather cyclists. Lots of them apparently without brakes. When they wanted to stop they just pedalled backwards. That's where the brakes are. News to me. But I hadn't looked at a bike since I was a student.

Feeling rather tentative about the entire enterprise at this stage we walked our bikes to the edge of town. Meanwhile, all around us demonstrations of the impossible sailed past - immaculately dressed matrons sitting bolt upright as pillion passengers, workmen lighting their pipes while their bikes steered themselves, a postman scooting along, half-straddling the cross-frame, touching neither pedals nor handlebars and sorting his letters the while.

And, everywhere, motorists deferring to cyclists. In Holland they are not two separate breeds of humanity. Everybody, apparently, uses a bike at some time or another. So the injunction "think bike" is superfluous. Everyone does. In a few hours, so did we. But I'll never use "saddlesore" as a mere metaphor again.

There's not a lot to say about the countryside around Tilburg. It's scrupulously manicured and pretty unexciting though your specified route - a masterpiece of understatement - ensures that you do see whatever there is of interest, whether it be a wayside chapel in the woods, dedicated to victims of German occupation, or miles and miles of sand dunes where Dutch conscripts cavort around you to deter a similar occurrence. Farms, canals, markets and endless rows of sculptured gardens slip past. The skillfully-restored river-fortress town of Heusden is a real gem.

The routine is simple. Every day you abandon your luggage near hotel reception. Then off to follow your - not always 100 per cent accurate - route directions for the day. Routes vary between 25 and 45 miles. You can take short cuts if you want and at your peril. Though there isn't much peril involved as you usually end up within five miles of where you started off. And there are your bags waiting for you and so is a bath and an enormous meal.

In July, we tried a more adventurous version. Instead of riding in circles around one provincial city we would go in one great big circle from one side of the country to the other and back again, hearing in mind that Holland is a fairly compact country.

It was probably foolish to try the same thing twice but it really didn't work out too badly, even though this time we were carrying our baggage with us in panniers. Indeed, one's knees were now pre-stressed to the exertions of pedalling and liberal applications of surgical spirit held the posterior problem at bay. But we did discover that when it rains, as it tends to from time to time in the Netherlands, you can get very wet on a bike in about three minutes flat.

Perhaps not the ideal family holiday as I had at first thought but that



A young member of the eleven million cycling brigade of Holland

depends on the resilience and philosophical disposition of your spouse and offspring. And the holiday does come with a guarantee that if it rains for more than 25 per cent of the time between 10 and 6 you can have it all again free.

Knowing this has the curious effect, after one or two souplings, of making you half wish it would go on and on. But we failed to reach the target.

So, same procedure, of Harwich to Hook and on via Rotterdam to Arnhem by train. But not quite the same warm welcome. Arriving at 10.15pm we were told that the restaurant we closed. We pointed out that we'd been travelling since 9.00 am and simply couldn't have got there any sooner, that they'd accepted our booking, which included payment for an evening meal, and therefore we'd like one.

We sat in the lounge awaiting grudgingly promised sandwiches while managerial consultations took place. The restaurant reopened and we dined well and by candlelight overlooking the Rhine. Next morning we were off, having picked up bikes with "rental" brakes as specified in our booking form. (You can take your own bike and get £15 or off).

Don't let anyone tell you there aren't any hills in Holland - or Gelderland which is where we started out. Around Arnhem there are. Also, not surprisingly, numerous memorials to the airborne debacle indelibly associated with its name. (The town had to be almost entirely rebuilt). Suburbs and camp-sites provided the background to an easy and uneventful first day.

The second day provided a tortuous route to Hilversum, hitherto a mark on the radio dial but in reality a sizeable city, oozing comfort and respectability. Getting out of it the next morning induced near hysteria - how can anyone fail to see a five hundred foot high television mast? I can only conclude that I must have been standing next to it.

Anyway, eventually we found our way onto a delightfully intricate cycle-path which picked its way daintily through a miniature Dutch equivalent of the Broads, a cluster of reed-lined lakes created by peat-diggers and now the favoured haunt of week-end yachtsmen.

Journey's end brought time off for good behaviour - two nights in a four-star hotel in graffiti-ridden Amsterdam. A whole day out of the saddle - eating, drinking, canal-trip, Rijksmuseum, C & A's . . .

Day five was dyke day. If weather had not been so overcast, might have been exhilarating by turned out to be rather a *Whiff* never way we turned we were to be heading even more firmly towards our destination, down it came. It scarcely encouraged us, but the fact that this once wealthy gave its name to Cape Horn, where weather can only have been de- worse.

Day six was dyke day plus. A dyke-ride past bird sanctuaries, windsurfers brought us to a picturesque ex- port. Enthusiasts, then, to one's astonishment off, literally, into the wild blue yonder along a 28 kilometre dyke with neither side. (Imagine riding along a causeway built across the neck of a Wash).

After 8 kilometres or so you're out of sight of land. And sudden, nightmare looms for the mechanized inept. Please, Lord, no punctures here. Please? Fortunately there were gulls, coots, cormorants and herons. Keep one company until Leyden, sort of compacted Milton Keynes built on reclaimed polder land, built into sight through the drizzle.

Day seven was soft but soggy. mere three hours through vast fields of cabbages, corn and poppies and hour of driving rain brought the evening to a memorable and welcome end. But a genuinely warm welcome at Hotel Klomp (which means *clomp* on the market square in Harwich) was enough to make us forget it quickly.

An hour and a tumble-drier and our soapy gear was fresh and usable again and we were only explore what had once been a little port, grown fat on fishing and the East India trade, with its own university and a Jewish quarter, realising now it is squeezed from the realty by reclamation, seeing, eating, spending. After Harlewinijk a brilliant day of sunshine and a brisk run back to Arnhem. 250 miles in a week, more or less, for just over £200. Hotels were of the entirely adequate to luxurious. Breakfasts and dinners which destroy any hope that you're going to lose weight. Try it.

A brochure, *Cycling in Holland*, giving details of 25 different tours, can be obtained from the National Tourist Organisation, New Bond Street, London W1T 6EJ.

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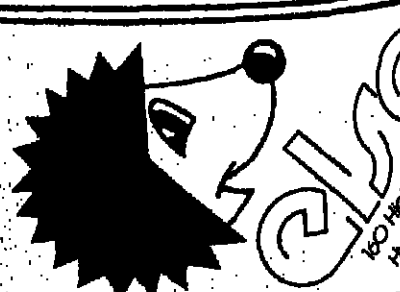
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Shining city

Bradley Winterton in Singapore

It is not until you have left Singapore that you realize quite what it is you have seen. Whereas the lands to the north and south are recognizably Third World countries struggling with varying success with the problems of overpopulation and underemployment, Singapore is a shining, futuristic city looking for all the world like some inter-planetary space station.

Arriving as I did in the sumptuous luxury of a Singapore Airlines "Big Top" 747, it seems you have not left the western world at all, except that things seem newer, glossier, more luxurious even, than they would in New Bond Street or the Champs Elysees. And as you move through the splendour of Changi airport into the warm, curving Singapore night, the world you are entering seems not so much a repository of old dreams of the exotic and mysterious East as a shimmering universe of the delightfully new — of dazzling shopping plazas incorporating giant fountains playing in endlessly varying formations and lit by exquisitely coloured light; of luxurious intercontinental hotels and of clothes shops full of the very latest in Japanese and Italian fashions.

And as I looked out of my window next morning in the Orchard Inn hotel, and saw tropical butterflies flit from flowering trees to flowering bushes, I realized that nature had not been wholly sacrificed in the modernizing process either.

Of course, this is the impression given only by the city's centre, and much of Singapore is in fact high-rise apartment blocks in which 75 per cent of the population now lives. But other instances of the same energy and taste for the best in modern building design are springing up, sometimes it seems overnight, away from the great sweep of Orchard Road that is the city's showcase. It's all the more extraordinary

any in that there's nothing to match the phenomenon for over a thousand miles in any direction, not till you reach Sydney to the south or (perhaps) Hong Kong to the north.

Singapore is the classic arrival point, and for most visitors it's their introduction to South East Asia. After a few days acclimatizing in this sophisticated city, they leave for places that hold the promise of being more exotic, and perhaps a little bit more taxing.

But there's an immense amount to see in your statistically probable 3.6 days here (the Singaporeans love statistics), and as you're presumably not coming this far for a mini break, it really deserves a little longer.

Sentosa Island provides all the seaside pleasures, together with some others — the extraordinary war works of the World War II Japanese surrender of the island, for example. To get there, take a bus to the World Trade Centre and then a launch or cable car from there. Other ways to gain respite from the restlessness of the place are to visit the Botanic or the Chinese and Japanese Gardens — or, for a sense of what Singapore was like before the British made it into Asia's greatest port in the nineteenth century, the Bukit Timah Nature Reserve where a piece of the original jungle has somehow managed to remain more or less undisturbed.

Religions provide much spectacle in these parts, and for a city said by some to have no soul there certainly are a large number of them. The prime purpose of Chinese religious practice appears to be the inducing of luck and the rendering of portents, and indeed what could be more appropriate to the commercial life? Temples are constantly being refurbished and even rebuilt, and lent versions, with joss sticks as thick as your thigh smoking away outside, add to the profusion of



St George and the dragon in the Chinese Gardens, Singapore



Wax models re-enact the Japanese Surrender of Singapore, Sentosa Island, Singapore.

festivals. The Hindu temples (notably in Serangoon Road) resound with gongs and their own incense at the hours of prayer, while the mosques of the Islamic Malays can be found everywhere. Even the old colonial churches are well attended, and Christmas — a good time to visit the city — is as big in Singapore as anywhere else.

At the times of the Chinese religious festivals, and particularly in August, the Chinese "Seventh Month" wayang are much in evidence. These are street performances of Chinese operas, mounted on wooden stages and consisting of sung verses with chanted prose link passages, telling the heroic life in the China of old. The make-up, costumes and scenery are extraordinarily elaborate, and the acting style formalized and symbolic. The aim of the art is beauty, and every gesture — even the brushing of a sleeve or the turning about to raise a finger in scorn — must be executed so as to give the maximum aesthetic satisfaction. These "crystallizations of all loveliness" as an old handbook of the art describes them, are rarely advertised, so, for information on where they are taking place during your visit, phone the Tourist Promotion Board on Singapore 235 6611.

The original inhabitants of the island were Malays. Their liquid, gentle dances contrast strongly with the art of the numerically dominant Chinese which, when it is not formal and static, is darting, angular and athletic. The movements of Malay dance are exceptionally beautiful, sinuous but restrained, the relaxed movements of an essentially rural people. How long this kind of culture can survive in the fast, metropolitan ethos of modern Singapore must be uncertain, but I do know that one set of dances I witnessed, including the celebrated *ariyan lili* "candle" dance, was the most beautiful thing I saw in my whole stay.

Food in Singapore is very varied as a result of the racial mix, and the best places to go to have a choice of the full range are what are called "hawker centres". Some years ago the ubiquitous, inoffensive food sellers were ordered off the streets and allowed to operate only in centralized locations, often the ground floors of blocks of flats. Others were sited outdoors, and one of these is at Newton Road, a short walk from Orchard Road. Here you merely sit at a table and order dishes in any combination from the hundred or more stalls that radiate like

spokes from a central hub. Singapore's climate I found — well, interesting. When it's cloudy it can undoubtedly be very oppressive. Nevertheless, to lie in one of the city's open air swimming pools at dusk and watch the sky turn from a light blue to indigo in half an hour as the floodlights come on over the warm, turquoise water and the moon rises behind the palm trees, and to know that the climate is like this every month of the year — on occasions like this I could well be momentarily convinced these steamy equatorial regions enjoy the finest climate on earth.

Singapore seemed to me to resemble nowhere so much as Renaissance Venice. It's a city state, entirely dependent on trade and banking, and a focal point of contact between hemispheres. As its centre glimmers in the intense sunlight, or its silvery transvestites take to the midnight streets like bizarre blooms on some gorgeously languid tropical plant, the comparison does not seem far-fetched.

Looking across a brilliantly blue sea towards the distant mountains of Sumatra from the hill known as Mount Faber, with the view framed by the red flares of the flame-of-the-forest tree, I couldn't help thinking what a lot Singaporeans had to be grateful for, and proud of. In everything they put their hand to they seem to succeed. Their airline is generally reckoned the finest in Asia, and their standard of living second in the region only to Japan's. And with English the official language, and nowhere within three hours flying distance where you can with the same confidence actually drink the tap water, this port of Asia's future seems the obvious place to begin any holiday in the area. You won't find any quaintness preserved specially for the tourist, no ploughing with the oxen or inscrutable looks from the interior of an opium den. But you will find a genuine youthful optimism and energy, and I for one found that not only somewhat unexpected but also somewhat consoling and reassuring.

Further information from: Singapore Tourist Promotion Board, 33 Haddon Street, London W1 (tel 01-437 0033) and Singapore Airlines, 143 - 147 Regent Street, London W1 (tel 01-438 8111). Their Economy Class "Advance Purchase" return ticket, which must be bought 30 days before departure, is £250, low season, or £264 high season (June - Sept; Dec - Jan). Validity: 14 days minimum, 90 days maximum.

Junk to gems

Gillian Thomas on shopping in Hong Kong

With no purchase tax or VAT, restrictions on shop opening times, a thriving consumer goods industry, is hardly surprising that Hong Kong has become the shopper's Mecca.

Where else in the world can you find clothes, electrical goods, camera jewellery — you name it — at any price? Moreover prices are so keen, with small shops, department stores, factory outlets and market stalls all competing for custom.

But be prepared for pitfalls as well as bargains. Spoilt, if not overwhelmed for choice, the real problem is deciding what to buy where. And remember that there will be customs duty to pay in Britain if you spend more than £130. Street markets (a few open-air ones are best for cheap clothes and accessories, particularly separates, including seconds of well-known brands) probably with the labels cut out, are plentiful. But since they cater primarily for the locals, who are more and more slender than most European, larger sizes are hard to come by.

Though prices are marked, tourists expect you to haggle and you get at least 10 per cent knocked off virtually anything for cash.

Open from around 10 am till 10 pm, one of the best markets is Stanley on the southern side of Hong Kong Island while there is a huge market Kowloon Road, Kowloon every morning. Here many stalls sell "new" jade (and less valuable). For a simple pendant I paid £1.70 (negotiating a 50 per cent discount).

Department stores are the straightforward places to shop, though their prices are the highest, with scope for haggling. Most accept credit cards. They are generally open from 10 am to 8 or 10 pm, including Sunday. Among them are the smart Japanese store, Mitsukoshi, and two specializing in Chinese goods, China Product and China House. Both offer excellent for cheap crockery and novelties like silk boxes, fans and embroidered animals while China Arts and Crafts is more upmarket with a good selection of jewellery and handicrafts.

There are several smart new shopping precincts. In the most sophisticated, the Landmark, in Central District, many of the best European *couture* houses line the open plan floors overlooking an attractive piazza with fountains. Increasingly Hong Kong's numerous factories, particularly those manufacturing high fashion, silk and jewelry for export, are opening workshops geared to tourists. Women's clothes (sometimes second-hand ends-of-ranges) are available in all sizes and usually cost about a quarter of the price in Europe.

Conveniently, many are grouped together in multi-storey blocks in the new Kaiser Estates in Man Yue Street, Hung Hom; most are closed on Sunday.

Buying electronic and photographic equipment is the most difficult of all. In most areas, a succession of shops are crammed with every conceivable brand from well-known to obscure — radios, recorders, cameras, calculators etc.

Since none display prices, it is a question of trekking from one to another, negotiating prices and trying to assess reliability. In fact it is not so easy as it seems. I was told to keep to Hong Kong Tourist Association Members, as they have all been vetted; together with factory outlets they are listed in a free guide. Incidentally, expect to be charged 6 per cent more when using a credit card.

Always make sure you get a receipt which includes any serial numbers in the case of jewellery, and check that everything is in good working order and accompanied by full instructions. Annoyingly, my son discovered a fault on the calculator I had bought at home. But I took it to its London service centre and fortunately it was repaired free of charge.

Nova Foresta

Francis Kellaway finds some things to deplore but many which still delight in the forest where William the Conqueror hunted

There are few parts of Britain where such diverse attractions are available in an expanse of under 150 square miles as in the New Forest. The appeal may be quiet relaxation; seclusion is easily found. For the more gregarious there are camps, sports facilities of all kinds (nearly a dozen golf clubs in and around the Forest); riding establishments galore and yacht clubs all along the nearby coast, popular pastimes and bustling townships.

The towns are largely in the country immediately surrounding the Forest, but readily accessible. Here, too there is sailing, boating and fishing in plenty. In the Forest there are churches and ancient buildings to explore. Wild life abounds; a glory of trees is all around, and of birds and plants there are enough to satisfy any naturalist. Above all, there are walks enough to exhaust the ardent enthusiast.

If all this results in a public relations handout for a demi-paradise, let the impression be speedily dispelled. As one who has known the Forest intimately for half a century, I ruefully recognise that "things ain't what they used to be." Entrancing villages like Beaulieu and Burley still give great pleasure. But the former is now dominated not so much by the great Cistercian Abbey, but by the (immensely successful) pop-appearance of Montagu entertainment.

At Burley, the delightful donkeys have been driven out on the grounds of hygiene, but coach parties leave their own particular deposits while their and other vehicles dismay the locals. Erstwhile quiet villages have their peace shattered by the noise of motorbikes, and there is evidence of senseless vandalism everywhere. But it is still worth visiting. For instance, Minster with its famous inn-sign, or Fritham, with its forest enclosures in which relics of Roman pottery kilns indicate a substantial former industry; or Stoney Cross and the Rufus Stone which marks the site of a king's death (accident or assassination?); or the several arboreta.

With all these satisfactions, it is possible, especially for the visitor, to keep in perspective the residents' discontent and conflicts. For none of the local unhappiness in any way belittles the attractions of the area, while the opportunities for happy holidays are manifold. The paradox must nevertheless be acknowledged that it is the all-pervading presence of tourists that underlies much of the current grumbling.

Traffic is a prime cause of controversy; litter and danger to the many animals of the Forest are constant irritants; and the clash between the over-increasing demand for leisure facilities and the resulting hazards to conservation shows no sign of resolution. It is, indeed, the conservationists who are most vocal and persistent in their resistance to what others regard as beneficial development. As a prime example, witness the difficulties met by those wishing to create a new road around Lyndhurst. None denies the congestion, chaotic at peak times, in the "capital of the Forest". But sensible route proposals are frustrated by pleas that open land, even on the fringes of the urbanised area, is sacrosanct.

Similarly, any move further to encourage tourism (which brings 40 million into the district's economy each year) is hostilely rejected by many residents — cynics say by those of recent arrival especially. Both sides find support for their argument in a recent survey by a project team at the Dorset Institute of Higher Education which suggests that nearly a million travellers stay in the Forest district in any one year, over half of them during July, August and September. Another average figure is that in all, and including day-trippers, there are 9 million visitors annually.

Reasons for the popularity of the area are easy to list. Selection by any individual of places to visit and things to do is far less easy unless there is virtually no limit to the time available. To put the opportunities in context, we should consider a few topographical details. It was a round, 1079 that William of Normandy created a Nova Foresta, primarily as a private preserve for deer-hunting, that covered much of the country between Salisbury and the Solent. Today the boundaries are more restrictive, embracing nearly 150 square miles of woods, commons,

The New Forest District Council's purview, however, includes not only the Forest proper but also an equivalent area around it which takes in some relatively large places such as Lymington, Barton and New Milton to the south; Ringwood and Fordingbridge inland, and the industrialised coastal strip along the west bank of Southampton water with its power stations and massive oil refinery.

Any of the towns on this perimeter is suitable as a base for a visit. Indeed many of them flourish mainly on account of the trade deriving from hotels, of which there are a great number of quality; boarding houses; holiday flats and so on. There is, of course, similar provision in the Forest.

But, in the Forest itself, there is space and an appeal of a different sort. Furthermore, administration there is not solely in the hands of the district council or the parish councils. The overall responsibility for the management of the Forest is prerogative of the Forestry Commission while the control rights come under a traditional Court of Verderers.

It is through the continual efforts of these bodies that flora and fauna are conserved; that animal health is supervised; that new building is most strictly controlled and that a vast open space is available for recreation and pleasure. In practice, the work of the Forestry Commission in providing extensive car parks which are remarkably inconspicuous, and camping facilities of a high order, must be commended.

Inevitably, alas, some of the privileges afforded to the visitor are abused. Excessive speeds on narrow roads result in far too many accidents to the indigenous animals; litter and vandalism must be spoken of again. Yet, overall, the majority appreciate the amenities. The provision by the commission for campers deserves special mention.

There are three fully-equipped camp sites with nearly 1,600 pitches. Three others, described as "semi-equipped" bring the total over 3,000. Shopping, telephone, camping-gas supplies, are all on or adjacent to the site; lavatories and showers are provided, and generally a high standard prevails.

Another thousand or so pitches can be hired on half-a-dozen "informal" sites ("own toilets essential" is the rubric) and three overflow areas, although the last are for limited stays during bank holiday periods only. Rental (1984 rates) are notably modest, at £4.20, £3.20 and £2.50 a night for the three grades of site, and even less at off-peak times.

There are specialized arrangements for "lightweight" campers (walkers and cyclists), for motor-cyclists, and for scouts and guides. Approved expeditions under the Duke of Edinburgh award scheme can also be accommodated. More details are readily available from the Forestry Commission, Southampton Road, Lyndhurst SO4 7BY. Correspondingly, information about private centres, which are well distributed around the fringes of the Forest, can be obtained from the proprietors who advertise extensively in local papers and guide books. Naturally enough, many such books are available, while the Ordnance Survey Outdoor Leisure (two and a half inches to the mile) map is invaluable to any visitor.

Excessive speed on narrow roads is a hazard to Forest animals. Heath and moorlands and only a few built-up areas. Lyndhurst and Brockenhurst (each about 3,000) are the only places with a sizeable population. Most of the delectable villages and hamlets house a few hundred — in some cases only a few score.

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EXTRA

Magnificence and mish-mash

Sarah Jane Evans explores the museums of Spain

Are you a museum junkie? It seems that British tourists come second only to the Americans in their desire to "do" the cultural sites of a country, and in as short a time as possible. I confess I used to suffer from this affliction myself, but spending some time in Spain soon cured me of it forever. If you are a three museums a day sufferer, then book your next holiday to Spain - you will be down to three museums a week in no time.

Start off in Madrid. This is a city with many charming old quarters, but it was unfortunately placed in the middle of a high plateau. This makes it unbearably hot in summer, freezing in winter, and wet and windy for much of the rest of the time (remember: the rain in Spain falls...!). Still, fortified with a breakfast of thick hot chocolate with crispy fried doughnut sticks (*chocolate con churros*) for around 50p, you will be eager to pack in a couple of churches and a museum or two before lunch, which is usually round about 3pm.

The Spanish Tourist Office publishes a very full range of free leaflets about everything of note in its towns and cities, and the Madrid leaflets will make the museum freak's eyes pop. It looks as if there is something for everyone. The first problem is getting to see them at all.

The Lázaro Galdiano museum is open from 10 to 2, but closed on Mondays and in August. Lope de Vega's House takes an even longer holiday - it is closed from July 15 to September 15; otherwise 11 to 2 except Mondays. The Cervantes Museum opens the earliest - running from 9.10 to 2 - but it is closed rather unexpectedly on Tuesday; and in August. Still, you could try the Ermita de San Antonio; in winter it opens from 11 to 1.30 and 3

to 6 except Sundays, when the hours are 11 to 1.30. In the summer, the hours are 10 to 1 and 4 to 7, and Sundays from 10 to 1.30. This is one museum you can visit in August, but beware - it is closed on Wednesdays. No wonder the Prado is so popular. It is open from 10 to 5 (or 6 in the summer), and on Sundays and holidays from 10 to 2; it is closed on Mondays. So the Prado is one place to visit when all the other museums are having their siestas. Take a sandwich with you for a quick nourishment. The food in the restaurant is definitely not high standard.

This does give the big name hunter more time to catch his or her prey, though for the Prado induces a horrible glutony. It has some of the finest paintings in the world, and it really deserves hundreds of short visits. Instead, the visitors come in their coachloads, and rush down the aisles, blindly ignoring the Rubens with all his voluptuously fat ladies to catch a glimpse of Goya's *Dos de Mayo*, and then they surge madly upstairs heedless of the remarkable early Flemish painters to spot Hieronymus Bosch's *Garden of Delights*, and the Dürer self-portrait that must have launched a million postcards.

The last port of call - brushing aside El Greco, Ribera and Murillo - is the hall containing Velázquez's court paintings. Finally, a quick glimpse at *Las Meninas* (the object of much scurrilous gossip at present, since it has been restored not by a Spaniard, but by an American; this wound to national pride has given rise to rumours that the poor man is suffering from Parkinson's Disease, and worse). If you seek a quiet moment away from the throng to plan your next day of cultural excess, try the sculpture galleries,

which don't have the same attraction to the hunters, or visit Mary Tudor's forgotten portrait and ponder on what might have been.

Much more satisfactory - if you can get into them - are the smaller museums. The Lázaro Galdiano - named after the man who created the collection - is a stunning display of delightful objects with a unity that national museums frequently lack. Here you will find outstanding enamels and ivories, a small but choice selection of painters from Spain's Golden Period, medieval gold and silver work and, in a pool of tranquillity, Gainsborough, Reynolds, Constable, Romney.

The Cerralbo is another private collection; much smaller and more quixotic, but full of rare delights. The painting of St Francis in the chapel by El Greco is dark and powerful, and a welcome contrast from the two portraits of the man surrounded by little birds and lipping children. The furniture, porcelain and ceramics are all worth a visit, but lurking among the masterpieces are a few odd bits of what really resembles family bric-a-brac. They give the museum an honestly welcoming air, but they are also a clue to what the untrained museum junkie will come to encounter on foraging trips.

For the leading British museums and historic houses have done us all a disservice. We have come to expect the plans of collections to be picked out for us, so that we will know they are important. In Spain, each trifling object has to fight for itself, with the majority of small museums including national treasures amidst a mass of junk. The greatest offender is the Church; every cathedral has its own *tesoro* or treasure house. Some, like Toledo, for instance, are stuffed with remarkable silver work; others, like that at Santiago de Compostela, hold fine collections of tapestries. But others still, like that at the remarkable, crumbling cathedral at Cádiz, hold an extraordinary mish-mash, from disintegrating robes and decaying bibles of no particular interest in cabinets with broken hinges and broken locks, to exquisitely-crafted silver work.



So much of this is a result of Spain's years of isolation under Franco. There is no doubt now that councils round the country are beginning to encourage some excellent work in their local museums. In Cadiz, the other end of the town from the Cathedral, the archaeological museum has a small but well displayed exhibition of the Phoenician and Roman finds from excavations in this ancient city. Yet in Carmona, a few hours' drive away, at the site of the enormous and fascinating Roman necropolis, the little modern museum at the entrance displays a few rather uninteresting items, with equally uninteresting captions.

By now the museum junkie should be losing enthusiasm for pucking in three sites in a morning. Far better to allow yourself time for just one: you may hit upon a delight which is full of exciting things, or you may have paid your 75p for the privilege of touring a brook's yard. (By the way, teachers can get in free to Patrimonio Nacional Museums - but in out of the way places you may have to do a bit of arguing with your NUT card!) If that's the case, then you can pass the rest of the morning peacefully in a bar, or several bars, having a cool sherry here with a slice of *torrada*, or a beer and a little freshly fried fish as an appetizer there.

Leave your green Michelin Guide behind, and be governed instead by the characters of the towns you visit. Valladolid, for instance, has some

excellent museums to which the Guide duly gives its stars. The National Sculpture Museum, in the college of San Gregorio, is a marvellous introduction to the very best. But I need never wish to spend time in the city, would much rather drive on to Salamanca - another university city, but with a few museums, though many well-endowed churches. What it does have are imposing medieval walls still standing to guard the city, and these are set up to remarkable effect at night. In Spain, even the most hardened desert after fine art eventually learns to bask for it in the streets of the ancient towns and cities and not just behind door.

Still, the urge to collect and display remains, and it is a sign of the times that an American couple have opened a museum just off the Costa del Sol to preserve something of the gradually disappearing Andalusian way of life. The museum lies between Málaga and Ronda at the Cortijo de los Yeguas, near the village of Píznara. It is the foothills of some of the most striking and lonely countryside in Spain which merits days of exploration. By this point in the holiday, even the most hardened should have kicked the museum habit. But if the need is overwhelming, then the Hestair Hope museum is a welcome novelty in a region more devoted to sun-seeking than seriousness.

The affordable Bahamas

red British pillarboxes and homely pub signs. Only the balmy temperature and intruding coconut palms shatter the illusion.

There is not a great deal of interest in the interior of the Bahamian islands; the attractions are solely vested in the utterly magnificent coasts exploited to the full by those who find their pleasures in, on and under the water. But on New Providence can be found a number of modest villages such as Fox Hill, Gambier and charmingly unspoilt Adelaide that offer a whiff of the old life, when freed slaves were their inhabitants. Each comprises a collection of humble wooden houses vividly painted and a schoolhouse, seething with smartly-uniformed children, straight out of *Roots*.

"We've got a bar now for every church", a resident may tell you, but they do pretty well for kindergartens and primary schools these days too for a nation that pays no income tax, but for sea-associated sports and activities from scuba-diving through shark-fishing to sun-bathing - which is the draw for most visitors - there's no other place like the Bahamas.

The Bahamian language - or rather dialect - is a constant source of amusement and confusion. Basically it's English intermixed with Caribbean and West African creole. United States slang and British colonial and pressures of delightful originality.

It cannot be denied that holidaying in the Bahamas is apt to be an expensive pastime. With no taxation of inhabitants duty is levied on the imported items they and everyone else

to buy to live. Even Americans find the islands expensive and with our pound so low against the dollar - and the Bahamian dollar is on a par with that of the United States even if it does bear our queen's head - it is doubly so for us Brits. But this is not to say you cannot live economically and enjoyably, even on the most expensive New Providence Island, if you look around a little.

Wings/OSL offer seven days Nassau hotel accommodation and return British Airways scheduled flight for under £450 which is less than you'd pay if you flew on a scheduled flight individually. Bahamian breakfasts - like the American ones - are substantial ones that will last you all day - while Nassau and Freeport restaurants and snack bars are legion and catering for all tastes and pockets. "Cooked breakfasts from \$1.99" I saw advertised outside one small restaurant and there's also Colonel Sanders, Wimpy and MacDonald's.

My wife and I stayed at the Ambassador Beach Hotel on fabbed Cable Beach, three miles from "downtown" Nassau and next door to Trusthouse Forte's Nassau Beach, another large but incredibly active and friendly hotel, virtually a leisure complex in itself with several fine restaurants, snackbars and bars and a garden/beach frequently reverberating to the beat of Cable Beach Hotel, an enormous unattractive block containing a fabulously-designed interior including a casino.

Paradise Island likes to think of itself as a cut above Nassau and New Providence (there is even a bridge toll going in to emphasize the point) and there are some truly exotic and exclusive hotels to match. There is also the

main casino holding, of an evening a dazzling floor show which you can see with or without a meal - though the combination is worth the \$39 if you like splashing out. Beneath the bridge tie up the fishing boats where prospect, conch and other Bahamian sea-food can be purchased at very reasonable cost. And it's cheaper still if you catch it yourself.

Life is slower, more relaxed and less expensive on the Out Islands - and other than New Providence and Grand Bahama, my wife and I flew by the lackadaisical Bahamasair to Treasure Cay, a paradise for those who like "mucking about on boats". The Treasure Cay Hotel and apartments offer a variety of accommodations as well as the most perfect beach I have seen anywhere in the world.

We left for home with some real regrets; not only because it would be January with a vengeance back in Britain. Nowhere else would we find such beaches and unpolluted coasts even when winter gave way to summer. And nowhere else would doing nothing be such a worthwhile occupation - and yet with so much to do if you wanted. We carried with us into winter a final guffaw of triumph from the mirth-shaking waitress who finally got my breakfast order right on the morning - and then forgot to bring the bill.

A number of tour operators including Ventura Holidays, Travelworld, Caribbean Connection, Specialized Cooks/Rankin Kuhn arrange holidays in the Bahamas but I chose Wings/OSL (Travel House, Brookbourne, Hertfordshire) who offer value indeed.

The call of the isles

Dudley Wilson visits Mull and Iona

A newly arrived American on Mull enthused, "What scenery, what weather and such huge rabbits!" Superb May sunshine and inspiring landscapes certainly but rabbits...? Did he suffer from jet lag, indulge in irony, for we saw only bunnies, or was this some Harvey of the glens to rival the Monster?

Islands exert a magnetic pull - Americans seek ancestors and legend, city-dwellers yearn for inspiring loneliness, saints plant their faith on islands which are such stuff as dreams are made of.

We journeyed overnight on British Rail's new, silent sleepers, well designed except for a bunk tray which tips up morning tea at the twitch of a knee. My shaving was observed from the snowy mountainside by a stag in Landsker pose as we trundled by on the magnificent West Highland Line. At Fort William we pushed our trolley down the platform in dazzling light, a scene crowned by Ben Nevis with the blue waters of Loch Linnhe sparkling just beyond the booking hall. (This south-north, metropolis to Highlands transformation, which is similarly achieved going by Motorail to Inverness, never fails to exhilarate. A car, rented from officials at New Motors, awaited us outside the station alongside a bevy of hire mopeds. We set off by the loch passing banks thick with primroses and hedgerows hazy with bluebells.

We sped over Ballachulish Bridge (I recall past desperate choices between ferry queues and driving round behind cement lorries) into Appin, crossing Loch Eive at Connel. Barcaldine's Sea Life Centre with its pool for founding seals is well worth a visit. Oban remains, despite a tripean feel, and attractive resort. I enjoy ferry comings and goings, the bay sheltered by Kerrera Isle where there is some good walking, a crumbled castle and McCaig's Tower, in reality a skyline, mock amphitheatre endearingly inappropriate.

On the 45-minute crossing, Mull is heralded by Duart Castle stoutly prominent on its dark headland. Now open to the public after 700 years Duart is a painstaking restoration of the Clan Maclean chieftain's ancestral home. We landed at Craignure now linked by miniature steam railway, a recent piece of engineering enthusiasm, to Torosay, a Victorian palace with lilyrun grounds, statue walk, water garden, gracious lawns and espaliered fruit trees.

Dervalg is Mull's prettiest village where many dreams come true. The decent Ballachulish Inn, a glowingly praised Drummacrossh Hotel isolated a mile off and "A" shaped self-catering homes offer accommodation for all tastes and purses. We stayed at David and Jean Heyworth's Ardberg guest house where dinner, bed and breakfast cost £15.50. Our meal benefited from David's morning fishing with fresh angoustes. They are unlicensed but guests are welcome to consume their own poisons.

We shipped from our hip flasks at a garden table with a monotonous cuckoo to contend with and newly-hatched chicks to admire. This place with modest yet genuine comforts establishes a friendly atmosphere. Dervalg is famed for its theatre but Marion Hesketh, who with her husband Barry constituted the entire company, sadly died in the spring. I hope the Hesketh tradition, a world of dreams, enjoyed on Mull by thousands and by millions on television will be maintained but the memory of their enterprising excellence never fades.

Dervalg church with a round tower th Glendalough manner, has aspirations. Another fancy into fact is the Old Byre created by Colonel and Mrs. Richardson. Upstairs a moving, sound and tableaux of crofting life before and after the Clearances is presented.

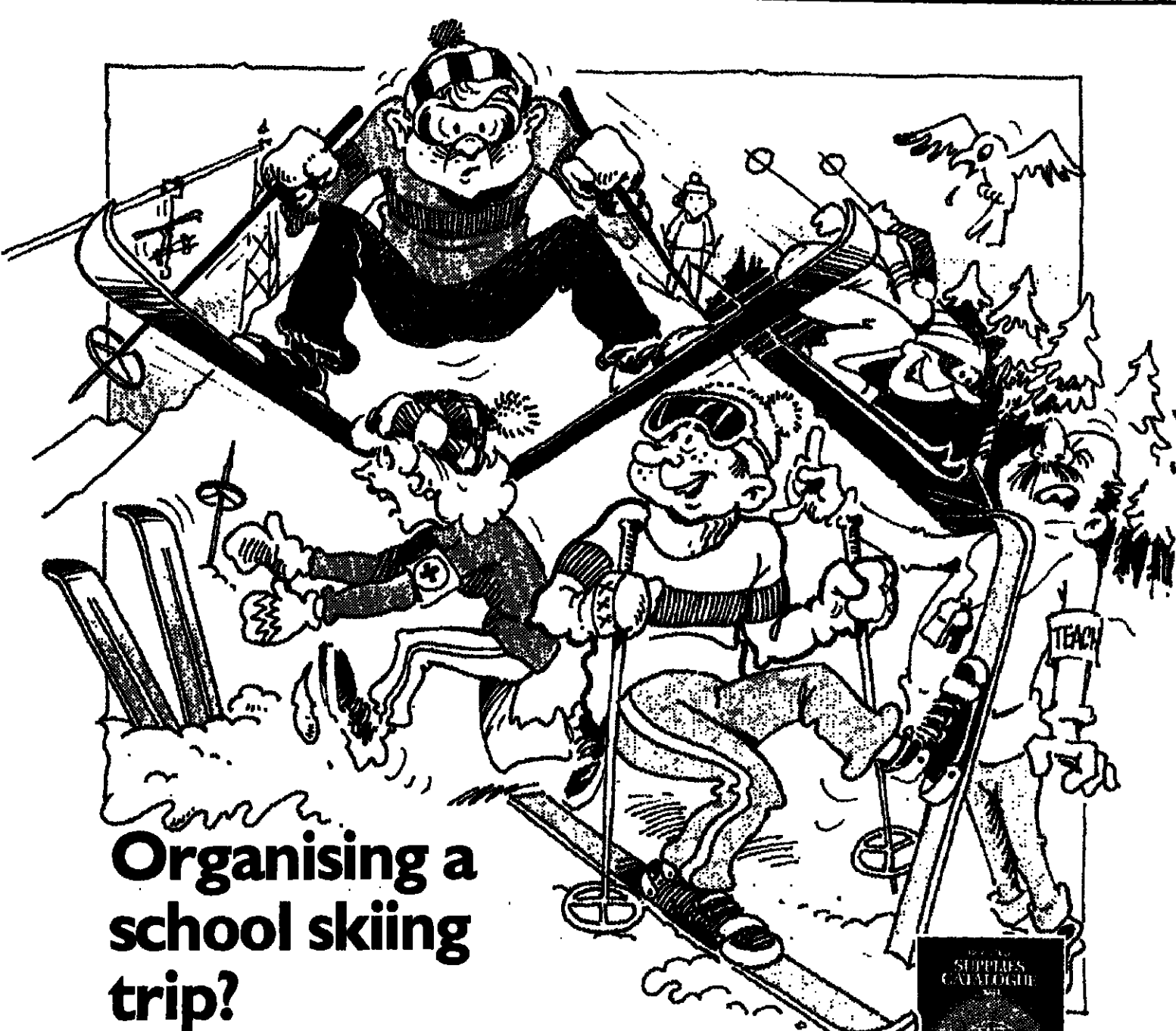
Downstairs, all in a neat, old-fashioned farmhouse ambience, Mike and Jan Green run an exemplary cafe. She from Uganda and he from Zim-

babwe find on Mull a temporary base for their youthful dreams. We approved their Dolos torte, scots broonies, and were tempted by Mull morsels followed by orange in caramel.

We called at Tobermory, the island capital with a touch of fairy tale in its colour washed waterfront buildings edging a safe haven where visions of treasure are vivid still from a sunken Spanish galleon. We waved off "Waverley", one of the world's last seagoing paddle steamers on her cruise to the island of Staffa, celebrated by the composer Mendelssohn.

Many today can be frustrated by the swell.

continued The coast of Mull from near Tobermory



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BRISTOL

THE RUD MAIDS' SCHOOL
Wootton Bassett, Wiltshire
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Independent 470 Girls, 130
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Headmaster, a full-time post
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with a wide range of sports
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must be a graduate of a
university with a degree in
Education or a similar
qualification. He must have
at least 10 years' experience
in headship. He must be
able to lead the school
effectively and to work
closely with the Governors.
He must be able to inspire
the staff and pupils to
high standards of
achievement. He must be
able to manage the school's
finances and to work
closely with the local
community. He must be
able to work with the
parents and to ensure that
the school is a place where
all children can thrive.
Applications should be sent
to the Governors, Rud Maids' School, Wootton Bassett, Wiltshire, BA15 2JL.

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ST ALBAN'S HIGH SCHOOL
100 in Sixth Form
460 girls in Senior School
Required for January 1985
Headmaster, a full-time post
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with a wide range of sports
facilities. The Headmaster
must be a graduate of a
university with a degree in
Education or a similar
qualification. He must have
at least 10 years' experience
in headship. He must be
able to lead the school
effectively and to work
closely with the Governors.
He must be able to inspire
the staff and pupils to
high standards of
achievement. He must be
able to manage the school's
finances and to work
closely with the local
community. He must be
able to work with the
parents and to ensure that
the school is a place where
all children can thrive.
Applications should be sent
to the Governors, St Alban's High School, 100 in Sixth Form, Hertford, Herts, SG1 1AA.

LONDON

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Witley (near Godalming)
HMC - Conducational
boarding, pupils 11-18
Vacancy in January 1985
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to lead the school effectively
and to work closely with the
Governors. He must be able
to inspire the staff and pupils
to high standards of achievement.
He must be able to manage the
school's finances and to work
closely with the local community.
He must be able to work with
the parents and to ensure that
the school is a place where all
children can thrive.
Applications should be sent to
the Governors, King Edward VII School, Witley, Surrey, GU24 0JL.

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COLLEGES OF FURTHER EDUCATION

OXFORDSHIRE

ST. MARY'S SCHOOL

Church of England boarding school for 300 girls aged 11-18

HOUSEMASTRESSES required for January 1985 for 30 Upper Sixth girls, most of whom live in Butler House - purpose-built boarding house, opened in 1982, where the Housemistresses have a self-contained flat.

The post could be teaching or non-teaching (if teacher, please state subject). Appropriate Burnham Scale salary for teaching Housemistresses, salary for non-teaching subject to be agreed. Experience and qualifications to be considered. Salary Scale 1. In addition, full board is provided in term time.

Apply to the Headmistress with c.v. and names of two referees. (385124) 184024

RICHMOND

For January, a Housemistress to girls and 11-14. Preference given to candidates able to offer a teaching subject. For further details, apply to the Secretary, The Royal Ballet School, White Lodge, Richmond Park, Surrey. (385121) 184024

SUFFOLK

ST. GEORGES SCHOOL, Pinborough Hill, Stowmarket. Required in the course of the year, a graduate teacher of mathematics or physics to teach 11-14. The successful candidate will be responsible for the school's 300 pupils. Boarding experience a great advantage. Good salary. Apply to the Headmistress with c.v. and three referees, to B.M. Slade - Headmistress. (385124) 184024

SUSSEX

WADSWORTH COLLEGE, Wadhurst, Sussex TN3 6JA. Boarding school for Evangelical Anglican foundation for 250 girls (9-18). Required for January, 1985 a resident teacher of English for the social welfare and in-charge of the Sixth Form. The successful candidate will help the time-table. Please state subject offered. Board and accommodation during term-time. Salary - Burnham according to qualifications and experience. For further details or apply with full curriculum vitae and names of three referees to the Headmistress. (385124) 184024

WEST SUSSEX

SHOREHAM COLLEGE, Independent Day and Boarding School for pupils 11-18. Required for January 1985 a resident teacher of English to take charge of the boarding house, 55 boys and to teach English to the Sixth Form. This is a post of responsibility. The successful candidate will be responsible for the welfare of the young and who would give enthusiastically of time to extra-curricular activities. Burnham Scale and responsibility allowance for boarding duties married or single accommodation available. Applications with c.v. and names of three referees to Headmistress, Shoreham College, St. Julian's Lane, Shoreham-by-Sea, Sussex. (385117) 184024

Physical Education

Other Assistants

BRISTOL
BRISTOL GRAMMAR SCHOOL, 100 Great. Independent. Conductions (11-18). **PHYSICAL EDUCATION**. Required for January 1985 an Assistant P.E. teacher responsible for teaching girls 11-18. The successful candidate will be responsible for teaching Physical Education to 'O' level. Salary Burnham Scale 1 or 2 according to qualifications and experience. Willingness to assist with other extra-curricular activities welcomed. Applications with c.v. and the details of three referees to the Headmistress, Bristol Grammar School, University Road, Bristol BS8 1BA. Tel: (081) 209 1314. (385124) 184024

CROYDON

THE PALACE SCHOOL, (Independent Day School 750 girls). Required for January 1985, a Teacher of Physical Education to teach 11-18. The successful candidate will be responsible for teaching Physical Education to 'O' level. Salary Burnham Scale 1 or 2 according to qualifications and experience. Willingness to assist with other extra-curricular activities welcomed. Applications with c.v. and the details of three referees to the Headmistress, The Palace School, Old Palace Road, Croydon, Surrey. (385124) 184024

DORSET

CLAYMORE SCHOOL

Blundford. Temporary Teacher of P.E. required for two terms, January to July 1985. Ability to coach Hockey and Cricket as well as general Physical Education essential. Enquiries and applications to the Headmistress, Tel: (0747) 811217. (05334) 184224

GLOUCESTERSHIRE

WESTONBIRT SCHOOL, Tetbury. Required in January 1985 a well qualified Assistant Teacher of PHYSICAL EDUCATION. To teach throughout the school and have special interest in Lacrosse. Terms in Date. Other major P.E. activities include Swimming, Netball, Athletics and Gymnastics. The successful candidate will be responsible for the school's 300 pupils. Boarding experience a great advantage. Good salary. Apply to the Headmistress with c.v. and names of two referees, to B.M. Slade - Headmistress. (385124) 184024

GLOUCESTERSHIRE

HATHEROP CASTLE SCHOOL, Cirencester, Glos. OL7 5NB. Required for January full-time P.E. TEACHER in boarding school for approximately 105 girls. Second subject useful. Please apply in writing to the Principal. (385124) 184024

KENT

FARRINGTONS SCHOOL, Chislehurst, Kent. (Methodist College and School - 300 girls 11-18 years). P.E. specialist required for January 1985. Must be able to coach Lacrosse and Gymnastics to a high standard. This post will be temporary for two terms with the possibility of becoming permanent next year. Apply in writing to the Headmistress giving the names and addresses of two referees. (385124) 184024

MIDDLESEX

WADSWORTH COLLEGE, Wadhurst, Sussex TN3 6JA. Boarding school for Evangelical Anglican foundation for 250 girls (9-18). Required for January 1985 a resident teacher of English for the social welfare and in-charge of the Sixth Form. The successful candidate will help the time-table. Please state subject offered. Board and accommodation during term-time. Salary - Burnham according to qualifications and experience. For further details or apply with full curriculum vitae and names of three referees to the Headmistress. (385124) 184024

SUSSEX

WADSWORTH COLLEGE, Wadhurst, Sussex TN3 6JA. Boarding school for Evangelical Anglican foundation for 250 girls (9-18). Required for January 1985 a resident teacher of English for the social welfare and in-charge of the Sixth Form. The successful candidate will help the time-table. Please state subject offered. Board and accommodation during term-time. Salary - Burnham according to qualifications and experience. For further details or apply with full curriculum vitae and names of three referees to the Headmistress. (385124) 184024

WEST YORKSHIRE

CLEVELAND HOUSE SCHOOL, 380 Rydging, Ilkley, W. Yorks LS8 9B. Required for January 1985, a P.E. specialist with a keen interest in Adventure Education to teach Physical Education to 'O' level & Common Entrance. Together with some 'O' level Mathematics. The post carries Burnham scale salary with board and lodging in return for duties. Applications, together with curriculum vitae and names of two referees, should be sent to the Headmistress as soon as possible. (385124) 184024

Religious Education

Other Assistants

ARGENTINA
ST. GEORGES COLLEGE, Buenos Aires. (385124) 184024

NORFOLK

GREENHAM'S SCHOOL, Holt. Required for January 1985 a well qualified teacher to teach to all levels of ability. The successful candidate will be responsible for teaching Physical Education to 'O' level. Salary Burnham Scale 1 or 2 according to qualifications and experience. Willingness to assist with other extra-curricular activities welcomed. Applications with c.v. and the details of three referees to the Headmistress, Greenham's School, Holt, Norfolk. (385124) 184024

RUGBY

RUGBY SCHOOL. There will be a vacancy in January, 1985 for a temporary teacher of Physical Education to teach to all levels of ability. The successful candidate will be responsible for teaching Physical Education to 'O' level. Salary Burnham Scale 1 or 2 according to qualifications and experience. Willingness to assist with other extra-curricular activities welcomed. Applications with c.v. and the details of three referees to the Headmistress, Rugby School, Rugby, Warwickshire. (385124) 184024

Science

Heads of Department

SUFFOLK

CULFORD SCHOOL, Bury St. Edmunds, Suffolk. HMC Co-ed Day & Boarding 670 & 18. Required for January 1985 Head of Biology Department to teach and organise the work to 'O' level and to coordinate the work to 'A' level. Salary Burnham Scale 1 or 2 according to qualifications and experience. Willingness to assist with other extra-curricular activities welcomed. Applications with c.v. and the details of three referees to the Headmistress, Culford School, Bury St. Edmunds, Suffolk. (385124) 184024

Other Assistants

ST. GEORGES SCHOOL, Pinborough Hill, Stowmarket. Required in the course of the year, a graduate teacher of mathematics or physics to teach 11-14. The successful candidate will be responsible for the school's 300 pupils. Boarding experience a great advantage. Good salary. Apply to the Headmistress with c.v. and three referees, to B.M. Slade - Headmistress. (385124) 184024

STAFFORDSHIRE

ABBOTS BROMLEY SCHOOL OF ST. MARY AND S. ANNE, Rugeley, Staffordshire. Required for January 1985, a well qualified teacher of Biology throughout the school, including A level and physical science. The successful candidate will be responsible for the school's 300 pupils. Boarding experience a great advantage. Good salary. Apply to the Headmistress with c.v. and names of two referees, to B.M. Slade - Headmistress. (385124) 184024

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RUTLAND

OAKHAM SCHOOL. Rutland. Graduate required for January 1985 to teach English to 'O' level. The successful candidate will be responsible for the school's 300 pupils. Boarding experience a great advantage. Good salary. Apply to the Headmistress with c.v. and names of two referees, to B.M. Slade - Headmistress. (385124) 184024

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CHANNEL ISLANDS

VICTORIA COLLEGE. Graduate required for January 1985 to teach English to 'O' level. The successful candidate will be responsible for the school's 300 pupils. Boarding experience a great advantage. Good salary. Apply to the Headmistress with c.v. and names of two referees, to B.M. Slade - Headmistress. (385124) 184024

LONDON E2

GATE HOUSE SCHOOL. Owing to expansion, the following staff are required for January 1985 or earlier. Experienced teachers of: **MATHEMATICS** Scale 2 for suitable candidate. **HISTORY/ENGLISH** Scale 1. **GENERAL REMEDIAL WORK** Scale 1. A vacancy also exists for a Montessori trained teacher in the Nursery Department. All salaries are in the London allowance and Pension. Please contact Miss Carol Mace, Gabbitts-Thring Services Limited, 8 Backway, St. Leonards, East Sussex. Tel: 01-734 0161. (385124) 184024

LONDON WC1

Required experienced tutors for P.T. posts to teach 'O' & 'A' level Economics, Accounts, Physics and 'O' level English. For interview please telephone the Registrar or write enclosing Curriculum Vitae. Central C.E. Tutoring Centre, 8 Backway, St. Leonards, East Sussex. Tel: 01-734 0161. (385124) 184024

LONDON

KENNINGTON HIGH SCHOOL, LONDON. The Girls' Public Day School Trust. 7 Upper Millmore Gardens, London W11 7TF. Independent Day School for 150 girls. **REQUIRE FOR JANUARY, 1985** a well qualified teacher of English to 'O' level. The successful candidate will be responsible for the school's 300 pupils. Boarding experience a great advantage. Good salary. Apply to the Headmistress with c.v. and names of two referees, to B.M. Slade - Headmistress. (385124) 184024

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Preparatory School

Headships

PANGBOURNE

ST. ANDREW'S SCHOOL, Pangbourne, Oxfordshire. The Board of Governors is seeking applications for the post of Headmaster for January 1985. The successful candidate will be responsible for the school's 300 pupils. Boarding experience a great advantage. Good salary. Apply to the Headmistress with c.v. and names of two referees, to B.M. Slade - Headmistress. (385124) 184024

Deputy Headships

Second Masters/Mistresses

LONDON

DEPUTY HEAD OF SCHOOL (Senior) Head of School (11-18). A well qualified teacher of English to 'O' level. The successful candidate will be responsible for the school's 300 pupils. Boarding experience a great advantage. Good salary. Apply to the Headmistress with c.v. and names of two referees, to B.M. Slade - Headmistress. (385124) 184024

SURREY

COLLINGWOOD BOY SCHOOL, Springfield Road, Wokingham, Surrey RG40 9SD. (Independent Day School for 150 boys). **REQUIRE FOR JANUARY, 1985** a well qualified teacher of English to 'O' level. The successful candidate will be responsible for the school's 300 pupils. Boarding experience a great advantage. Good salary. Apply to the Headmistress with c.v. and names of two referees, to B.M. Slade - Headmistress. (385124) 184024

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BIRMINGHAM CITY COUNCIL

An equal opportunities employer

EDUCATION DEPARTMENT

HANDSWORTH TECHNICAL COLLEGE
The College House,
Soho Road,
Birmingham B2 9DP

Heads of Multi-cultural Unit (Head of Department Grade III)
Salary: £15,693 - £15,982

Lecturer 1 in multi-cultural Education
Salary: £7,548 - £12,099

Lecturer 1 in multi-cultural Education
Salary: £5,910 - £10,512

The City of Birmingham is setting up a Unit to develop, monitor and evaluate multi-cultural concepts in the Further Education Sector. The Unit will be a centralised body and will also operate as a department within the College framework.

Further details and application forms are available from the Chief Education Officer (tel: 051 233 1111) or the Further Education Officer (tel: 051 233 1111). Closing date for applications is Friday 12th October 1984. (38995) 220018

SOUTH GLAMORGAN COUNTY COUNCIL

RUMNEY COLLEGE OF TECHNOLOGY

HEAD OF DEPARTMENT

Grade III
Salary: £10,512 - £15,982 (currently under review)

Applications are invited for this important post, duties to commence 1st January 1985. The successful candidate will be responsible for the overall management of the college and will have a wide range of duties to perform.

Further details and application forms are available from the Principal, Rumney College of Technology, Rumney, Cardiff CF11 3LW. Closing date for applications is Friday 12th October 1984. (38995) 220018

Re-advertisement
METROPOLITAN BOROUGH OF STOCKPORT
STOCKPORT COLLEGE OF TECHNOLOGY
HEAD OF DEPARTMENT (Grade 5)
MECHANICAL & PRODUCTION ENGINEERING
Salary: £15,390 - £17,091 (currently under review)

Applications are invited from suitably qualified persons for this important post, duties to commence 1st January 1985.

Further particulars and application forms may be obtained by sending a stamped self-addressed A4 envelope to:

The Principal,
Stockport College of Technology,
Wellington Road South,
Stockport, SK1 3UQ.
Tel: 061-480 7331.

Completed forms must be returned no later than Friday 12 October, 1984.

ilea Inner London Education Authority
PRINCIPAL
South-East London College

Applications are invited for the post of Principal of South-East London College to commence on 1st January 1985, or as soon as possible thereafter.

The College is organised into nine departments: - Academic Studies; Business and Administrative Studies; Communication; and Liberal Studies; Construction; Electrical and Electronic Engineering; Engineering Production Services; Hotel and Catering Studies; Mechanical and Industrial Engineering; Office Studies. Premises are located on five college sites in the London Boroughs of Lewisham, Greenwich and Bromley, with headquarters in Lewisham Way, Lewisham, SE4.

Applicants should be well qualified academically, possess a sound knowledge of Further and Higher Education, together with teaching and administrative experience at a senior level and relevant experience in industry or commerce.

Under the provisions of the Burnham (Further Education) Report, the College is in Group 9 and the salary for the post of Principal is £24,622 plus £987 London Allowance (Salary under review).

Further information and application forms (to be returned by 12 October 1984) may be obtained from the Education Officer (TEL/FHE 4), Inner London Education Authority, Room 267c, The County Hall, London SE1 7PB. This is a re-advertisement. ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (38994)

Other Appointments

AVON COUNTY

FILTON TECHNICAL COLLEGE

Head of Department (Grade III)

Salary: £15,693 - £15,982

Details (send s.a.o.) from Principal, Completed forms returnable by Wednesday 10th October 1984. (38253) 220026

BARNET LONDON BOROUGH OF

BARNET COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

The following vacancies are available from January 1985

1. **Head of Department** (Grade III) - £15,693 - £15,982

2. **Senior Lecturer** (Grade II) - £12,099 - £15,693

3. **Lecturer** (Grade I) - £7,548 - £12,099

4. **Lecturer** (Grade II) - £12,099 - £15,693

5. **Lecturer** (Grade III) - £7,548 - £12,099

6. **Lecturer** (Grade IV) - £5,910 - £7,548

7. **Lecturer** (Grade V) - £5,910 - £7,548

8. **Lecturer** (Grade VI) - £5,910 - £7,548

9. **Lecturer** (Grade VII) - £5,910 - £7,548

10. **Lecturer** (Grade VIII) - £5,910 - £7,548

11. **Lecturer** (Grade IX) - £5,910 - £7,548

12. **Lecturer** (Grade X) - £5,910 - £7,548

13. **Lecturer** (Grade XI) - £5,910 - £7,548

14. **Lecturer** (Grade XII) - £5,910 - £7,548

15. **Lecturer** (Grade XIII) - £5,910 - £7,548

16. **Lecturer** (Grade XIV) - £5,910 - £7,548

17. **Lecturer** (Grade XV) - £5,910 - £7,548

18. **Lecturer** (Grade XVI) - £5,910 - £7,548

19. **Lecturer** (Grade XVII) - £5,910 - £7,548

20. **Lecturer** (Grade XVIII) - £5,910 - £7,548

21. **Lecturer** (Grade XIX) - £5,910 - £7,548

22. **Lecturer** (Grade XX) - £5,910 - £7,548

23. **Lecturer** (Grade XXI) - £5,910 - £7,548

24. **Lecturer** (Grade XXII) - £5,910 - £7,548

25. **Lecturer** (Grade XXIII) - £5,910 - £7,548

26. **Lecturer** (Grade XXIV) - £5,910 - £7,548

27. **Lecturer** (Grade XXV) - £5,910 - £7,548

28. **Lecturer** (Grade XXVI) - £5,910 - £7,548

29. **Lecturer** (Grade XXVII) - £5,910 - £7,548

30. **Lecturer** (Grade XXVIII) - £5,910 - £7,548

BIRMINGHAM CITY COUNCIL

An equal opportunities employer

EDUCATION DEPARTMENT

HALL GREEN TECHNICAL COLLEGE

Head of Department (Grade III)

Salary: £15,693 - £15,982

Details (send s.a.o.) from Principal, Completed forms returnable by Wednesday 10th October 1984. (38253) 220026

BARNET LONDON BOROUGH OF

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4. **Lecturer** (Grade II) - £12,099 - £15,693

5. **Lecturer** (Grade III) - £7,548 - £12,099

6. **Lecturer** (Grade IV) - £5,910 - £7,548

7. **Lecturer** (Grade V) - £5,910 - £7,548

8. **Lecturer** (Grade VI) - £5,910 - £7,548

9. **Lecturer** (Grade VII) - £5,910 - £7,548

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29. **Lecturer** (Grade XXVII) - £5,910 - £7,548

30. **Lecturer** (Grade XXVIII) - £5,910 - £7,548

CLEVELAND

An equal opportunities employer

EDUCATION DEPARTMENT

KIRKCALDY COLLEGE OF TECHNOLOGY

Head of Department (Grade III)

Salary: £15,693 - £15,982

Details (send s.a.o.) from Principal, Completed forms returnable by Wednesday 10th October 1984. (38253) 220026

BARNET LONDON BOROUGH OF

BARNET COLLEGE OF FURTHER EDUCATION

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22. **Lecturer** (Grade XX) - £5,910 - £7,548

23. **Lecturer** (Grade XXI) - £5,910 - £7,548

24. **Lecturer** (Grade XXII) - £5,910 - £7,548

25. **Lecturer** (Grade XXIII) - £5,910 - £7,548

26. **Lecturer** (Grade XXIV) - £5,910 - £7,548

27. **Lecturer** (Grade XXV) - £5,910 - £7,548

28. **Lecturer** (Grade XXVI) - £5,910 - £7,548

29. **Lecturer** (Grade XXVII) - £5,910 - £7,548

30. **Lecturer** (Grade XXVIII) - £5,910 - £7,548

FIFE REGIONAL COUNCIL
EDUCATION COMMITTEE
KIRKCALDY COLLEGE OF TECHNOLOGY
ASSISTANT PRINCIPAL

The College offers a wide range of full-time and part-time courses post-graduate level, the major part of the work being at post-graduate level. Courses are offered in Mechanical, Electrical, Electronic, Computing, Engineering, Civil Engineering, Construction Technology, Business, Management and Computer Studies, Information and Communication Studies, Science, Catering and Hairdressing.

Application for the post of Assistant Principal, (which has been vacant upon the promotion of the previous holder) are invited from persons with good academic qualifications and extensive experience in Further Education and in industry or commerce.

Applicants should be able to substantiate a successful record of teaching, course development and effective administration at a senior level in Further Education. A knowledge of the Scottish system of Further Education and in industry or commerce, and experience of working with the MGC and private managing agents.

The salary for this post is: £18,960 (Head of Department Grade 15).

Further details may be obtained from The Principal, Kirkcaldy College of Technology, St Brycades Avenue, Kirkcaldy, KY1 1EX. Tel: (0562) 25955.

Application forms are available below.

GENERAL ADVISER (PRIMARY/NURSERY)

Salary Scale £16,633/£16,921/£16,188

Applications are invited from suitably experienced and qualified persons for this demanding post. The successful applicant will be expected to lead a team of Curriculum Development Officers and to support and stimulate educational innovation in primary and nursery schools.

Application forms for the above two posts, may be obtained from the Director of Education, Regional Office, Wemyss Mill, Kirkcaldy, to whom completed forms should be returned not later than Friday 12th October, 1984.

COLWYBAY - NORTH WALES

Llandrillo Technical College

Required as soon as possible:-

HEAD OF DEPARTMENT OF SECRETARIAL STUDIES GRADE III

Salary: £13,089 - £14,610 (under review)

SENIOR LECTURER IN ACCOMMODATION MANAGEMENT IN THE HOTEL AND CATERING DEPARTMENT (SPECIALISING IN FRONT OFFICE OPERATIONS AND COMPUTER UTILISATION).

Salary: £10,683 - £12,552 (under review)

LECTURER GRADE I IN FOOD SCIENCE

Salary: £6,649 - £9,735 (under review)

Application forms and further particulars from Senior Administrative Officer, Llandrillo Technical College, Llandrillo Road, Rhos-on-Sea, Colwyn Bay, Clwyd. Telephone No. (0492) 46888. Closing date 8th October 1984.

EAST HAM COLLEGE OF TECHNOLOGY

High Street South, London, E6 4ER

Principal: K.R. BISHOP, B.Sc. (Econ.) FRSA

DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

HEAD OF DEPARTMENT GRADE V (Re-Advertisement)

Applications are invited from those holding suitable qualifications with appropriate experience for the above post which is currently vacant.

Salary (under review): £15,390 - £17,091

plus £987 p.a. London Allowance

Application forms and further details may be obtained by writing to the Vice-Principal enclosing a self-addressed envelope.

Completed forms should be returned within 14 days of the appearance of this advertisement.

An Equal Opportunity Employer

LONDON BOROUGH OF NEWHAM

ilea colleges

BRITAIN'S LARGEST EDUCATION AUTHORITY

Applications are invited for the post of Lecturer in Computing in accordance with the Burnham (FE) award. LECTURER GRADE I (and part-time post) will be an equal opportunity post. The successful candidate will be responsible for teaching and supervising students in the range of 01.6845-02.738, starting post depending on qualifications, training and experience.

LECTURER GRADE II £12,099 - £15,693. Subject to the provisions of the Burnham award, there is an Inner London Allowance of £987. All posts which are graded Lecturer 1 to 5.

Further information and application forms (to be returned by 12 October 1984) may be obtained from the Senior Administrative Officer, ilea Colleges, 100, Strand, London WC2R 0AL.

Hammer Smith and West

London College of Technology

London College of Technology

London College of Technology

London College of Technology

London College of Technology

London College of Technology

London College of Technology

London College of Technology

YOUTH-COMMUNITY

MAIDSTONE

Y.M.C.A. DETACHED YOUTH AND COMMUNITY WORKER
Applications are invited for this established post on a small detached unit to assist with village club development.
Based on Y.M.C.A. Sports Centre, Good team support. Must be a member of the Y.M.C.A. and have a valid passport and driving licence.
Salary: £2,155 - £2,185, Annual, plus pension and housing.
For informal discussion contact: Roy Holgate, Maidstone 43317.
Details: Y.M.C.A. Sports Centre, Maidstone, Kent (TN25 2JL).
St. Margaret's, Maidstone 440000

SANDWELL METROPOLITAN BOROUGH OF SANDWELL LANGLEY HIGH SCHOOL
(11) Comprehensive School
Required for January 1985

YOUTH TUTOR - Burnham Scale 3 or Youth and Community Workers JNC Scale 3 (JNC conditions in each case)
Application forms and further details available from and returnable to: Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands B70 8RQ.
Closing date 31st October 1984.

An equal opportunity employer. The Authority will disregard race, sex, age, marital status, etc.

WARWICKSHIRE

LILLINGTON YOUTH CENTRE
Mason Avenue, Lillington, Leamington Spa

Qualified Youth Leader required from 1st November 1984, or as soon as possible thereafter, to take responsibility for this thriving, modern Centre serving large estates in the north of Leamington Spa. Salary: £2,000 - £2,048, plus pension and housing.
Application form and further details available from the Central and Southern Area Education Offices, 2nd Floor, 100, High Street, Warwick CV34 4SR.
Closing date 26th October 1984.
440000

Overseas Appointments

AMSTERDAM THE BRITISH SCHOOL OF AMSTERDAM
Required as from 1st January 1985 a well qualified and experienced teacher. The salary is Surrogate plus overseas allowance.
C.V. and photograph to be sent to the Headmaster, M.W.G. Roberts within 10 days to the British Council, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

UNITED WORLD COLLEGE OF SOUTH EAST ASIA-SINGAPORE

The United World College of South East Asia offers a secondary education to boys and girls of all nationalities, and to students in the age range 11-18. There are 100 teaching staff and 1,350 students in the College. Academic courses lead to G.C.E. 'O' Level (UK) and the International Baccalaureate. The College is committed to the ideals of the UWC movement, promoting a broad curriculum involving service to the community and an adventurous range of extra-mural activities.
The College invites applications for a full-time teacher of English as from 1st January 1985. The successful candidate will be expected to teach Language and Literature up to G.C.E. 'O' Level standard. International Baccalaureate work might be available at a later date for a candidate with the appropriate qualifications and experience. A degree and/or professional teaching qualification, together with a minimum of two years teaching experience are essential requirements.
The College is interested in teachers who, in addition to their main teaching discipline, can offer experience in outdoor pursuits or artistic endeavours and a commitment to some form of social service.
Letters of application, with a detailed curriculum vitae and the names of two referees should be sent to:
The Headmaster
United World College of South East Asia
Pasir Panjang PO Box 15
Singapore 9111
to arrive not later than 15th October 1984. Information about the College, the post itself and the conditions of service will be sent to candidates selected for interview.

INDIA

UK Project Coordinator
Computer Literacy and Studies in Schools (CLASS) Project

Applications are invited from suitably qualified persons for the post of UK Project Coordinator for the CLASS Project. This is a full-time position, based on a small team of teachers and support staff, who will be responsible for the development of the project in India and to provide a broad understanding of the project and its use.

A UK expert will be based in the Department of Electronics in India to coordinate the project. The project will be based in the Department of Electronics in India to coordinate the project. The project will be based in the Department of Electronics in India to coordinate the project.

The post will be based in New Delhi but will involve a number of visits to other parts of India. The successful candidate should have a degree and postgraduate qualification in education and a number of years' teaching experience. Advisory and administrative responsibilities are also involved. The post is a full-time position, based in New Delhi but will involve a number of visits to other parts of India.

SALARY: Within the range £13,000 - £16,000 p.a., depending on experience and qualifications.
BENEFITS: Salary free of UK income tax; pension; medical insurance; housing allowance; and other benefits. The successful candidate will be responsible for the development of the project in India and to provide a broad understanding of the project and its use.

CONTRACT: For a maximum period of 12 months, with the possibility of extension.
CLOSING DATE FOR APPLICATIONS: 15th October 1984.
REFERENCE: 84 K 63.
For further details and an application form, please write to the Headmaster, United World College of South East Asia, Pasir Panjang, Singapore 9111.

CANADA

Applications are invited for the following position:
SPEECH THERAPIST
For shared services with Catholic and Protestant schools in the area of St. John's, Newfoundland. The successful candidate will be responsible for the development of the project in India and to provide a broad understanding of the project and its use.

TEACHERS
British School of Arabic: Arabic Teacher for the Junior School, teaching Arabic and English. Contact: British Representative, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

TURKEY
DILKO SCHOOL OF ENGLISH
Teaching of English to children and adults. The successful candidate will be responsible for the development of the project in India and to provide a broad understanding of the project and its use.

ZIMBABWE AND ZAMBIA
LIONEL
Limited opportunities available for a specialist one year exchange programme with ZIMBABWE and ZAMBIA. The successful candidate will be responsible for the development of the project in India and to provide a broad understanding of the project and its use.

TEACH ON EXCHANGE IN UBA
Qualified teachers of English to teach in UBA. The successful candidate will be responsible for the development of the project in India and to provide a broad understanding of the project and its use.

TECHNICAL VOCATIONAL CURRICULUM DEVELOPMENT OFFICER ZIMBABWE
The Officer is required for the division of Vocational and Technical Training, Ministry of Manpower Planning and Development based at the division's headquarters in Harare.

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SPAIN

British School of Arabic: Arabic Teacher for the Junior School, teaching Arabic and English. Contact: British Representative, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

TURKEY
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ZIMBABWE AND ZAMBIA
LIONEL
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TEACH ON EXCHANGE IN UBA
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CHRISTIAN TEACHERS

needed for schools in Africa and Papua New Guinea. Particularly suitable for: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and other subjects. Contact: Christian Representative, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

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TEACHERS

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SHEFFIELD EDUCATION DEPARTMENT ADVISER FOR HUMANITIES

£15,027-£16,281 (Soulbury HT Group 9)
Applications are invited from well qualified graduates with successful experience of teaching one or more of the humanities (geography, history, economics). Since the post involves general responsibility for a group of schools in addition to special curriculum duties, applicants should have a broad interest in educational matters and management experience at least at head of department level.
CLOSING DATE 12TH OCTOBER

ASSISTANT SCHOOLS OFFICER (STAFFING AND OPERATIONAL)

P01d £10,242-£11,052
An appointment may be made above the minimum of the scale. The successful candidate is likely to be an honours graduate with good teaching experience.
This is an important position carrying considerable responsibility as a member of a team charged with the implementation of the staffing policies of this Authority for primary, secondary and special schools.
There will be an opportunity to contribute to a variety of policy matters and to obtain a wider experience in the administrative function of this department.
The post offers opportunities to gain administrative experience in a vigorous department and the successful candidate is expected to seek promotion to a senior post in this or another Authority after about three years.
CLOSING DATE 12TH OCTOBER

APPLICATION FORMS AND FURTHER DETAILS FROM THE
CHIEF EDUCATION OFFICER (REF. ST/PCW), EDUCATION
DEPARTMENT, LEOPOLD STREET, SHEFFIELD S1 1RJ.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

ADMINISTRATION LOCAL EDUCATION AUTHORITY continued

OLDHAM METROPOLITAN BOROUGH
CAREERS OFFICER
Scale 3
Required for January 1985, a teacher to work in the school and to be responsible for the Able Child Project.
An interest and successful experience in any specialist area would be welcomed.
Application forms/further details (S.A.E. please) from the Director of Education, Old Town Hall, Middleton Road, Clapham, Oldham OL5 6PP, returnable to him by 12th October 1984. (38525) 480000

WALSALL METROPOLITAN BOROUGH
CAREERS OFFICER
A degree or equivalent is required showing evidence of an in-depth study of English as it is acquired; used through literature and as an everyday tool of communication. Experience of the teaching of English as a second language would be an advantage.
Science, Craft, Design and Technology (Post No. E3/056)
A degree or equivalent is required showing evidence of an in-depth study in some scientific/technological area. Temporary accommodation and assistance with removal expenses may be available in approved cases. When requesting an application form, please quote the appropriate post number.
Application forms and details from Personnel Dept., P.M.S.U., Civic Centre, Walsall, WS1 1TP. Tel: Walsall 21244, Ext. 2064/2065.
Closing Date: 15.10.84.
AN EQUAL OPPORTUNITY EMPLOYER. (30212) 480000

BOLTON METROPOLITAN BOROUGH
CAREERS OFFICER
£6,264-£8,712 per annum
Qualified Officers will commence on £7,191 per annum. Applicants should preferably be experienced Careers Officers holding the Diploma in Careers Guidance, but students who have recently completed the course will be considered. The post will involve the full range of vocational guidance duties in schools/colleges/on training schemes and with the young unemployed.
Application forms and further details which are available from the Personnel Officer, Town Hall, Bolton BL1 1RU. (Tel: 22311, Exts 587 and 6105) should be returned by 8th October. Trade Union Membership is a condition of service.
An Equal Opportunity Employer. (8718)

GENERAL INSPECTOR (ED 183) INSPECTOR (ED 193)

£16,014-£17,268 p.a. (Subject to Review)
£14,940-£16,176 p.a. (Subject to Review)
Candidates for both posts must be graduates. For the first post the Authority seeks a person able to contribute significantly to the development/monitoring of secondary education within the Borough.
In filling these two posts the Authority will pay particular regard to the ability of candidates to take responsibility for one or more of the following areas:
i) Mathematics/Computer Studies
ii) Language development including language across the curriculum
iii) Vocational orientation of the curriculum
Please quote appropriate reference number
Closing date 6.10.84
Application forms and further details available from the Personnel Section, Room A/204, Town Hall Annex, New Broadway, Ealing W5, Telephone 01 840 9895 (24 hour service).
All salaries are inclusive of London Weighting Allowance.
All posts are open to male and female unless otherwise stated. Special consideration will be given to disabled persons whose qualifications and/or experience are relevant to the post for which they apply.

Ealing
London Borough

Area Education Officer

Amber Valley and Erewash
Salary: £15,978-£17,888
Applications are invited from suitably qualified candidates for this senior appointment available from 1 March 1985 as a consequence of the retirement of the present holder.
Applicants should have appropriate academic qualifications, successful teaching experience and substantial professional administrative experience, preferably with a local education authority.
The Area Education Officer is responsible to the Director of Education for schools and other educational services in the South East quadrant of Derbyshire and is based at Ripley.
Application forms and details from: The Director of Education, Education Department, County Offices, Matlock, Derbyshire DE4 3AG. Telephone: (0629) 3411, ext. 8426.
Closing date: Monday 8 October.

DERBYSHIRE COUNTY COUNCIL IS AN
EQUAL OPPORTUNITY EMPLOYER
DERBYSHIRE
County Council

ADVISORY TEACHER FOR ART

Scale 4
Required for January 1985.
Applicants should be suitably qualified and have successful teaching experience in the area concerned. The post will be based in Chelmsford.
Removal and disturbance allowance scheme in operation. Please send folio/clip s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.
Application forms to be returned as soon as possible and not later than 12th October, 1984.

ESSEX
County Council

Education
Technical and Vocational Education Initiative
CO-ORDINATOR OF STAFF
CURRICULUM DEVELOPMENT
Burnham Headship, Group 8 (£14,864-£15,963)
The person appointed will be a permanent employee of the Authority.
Further details are available from the Director of Education (F.E. Section), Education Department, County Offices, Matlock, Derbyshire DE4 3AG, to whom completed application forms should be returned by 10 October 1984.

DERBYSHIRE
County Council

General Inspector of Schools (3 Posts)

£15,792-£17,112 per annum plus Essential User Car Allowance
The Education Department's Inspectorate provides advisory services across the wide spectrum of curriculum activities within all schools throughout the Borough. Applicants should have appropriate and varied teaching and management experience at a senior level. They should be aware of current issues and developments, have the ability to interpret, initiate and lead policy and possess the necessary interpersonal and leadership skills required. A flexible approach to working hours is essential. Previous involvement in the provision of in-service training courses for teachers preferred. Each Inspector will be responsible for the development of teaching in a specific area as follows:

Nursery and Infant Education
(Post No. E3/043)
Must possess a thorough knowledge of child development and the learning abilities of young children.

English (Post No. E3/052)
A degree or equivalent is required showing evidence of an in-depth study of English as it is acquired; used through literature and as an everyday tool of communication. Experience of the teaching of English as a second language would be an advantage.

Science, Craft, Design and Technology
(Post No. E3/056)
A degree or equivalent is required showing evidence of an in-depth study in some scientific/technological area. Temporary accommodation and assistance with removal expenses may be available in approved cases. When requesting an application form, please quote the appropriate post number.
Application forms and details from Personnel Dept., P.M.S.U., Civic Centre, Walsall, WS1 1TP. Tel: Walsall 21244, Ext. 2064/2065.
Closing date: 15.10.84.

Walsall
Metropolitan Borough

DEPUTY DIRECTOR OF EDUCATION AND ARTS

Salary: £18,969-£20,613
Applications are invited for this vacancy which has arisen following the promotion of the present postholder to Director of Educational Services of a Metropolitan Borough.
Applicants should be graduates and have substantial teaching experience, together with substantial educational administrative experience in any specialist area gained in a large and progressive authority. The successful candidate will report direct to the Director of Education and Arts and have particular responsibility for forward planning and development.
Application forms and further details which are available from the Personnel Officer, Town Hall, Bolton BL1 1RU. (Tel: 22311, Exts 587 and 6105) should be returned by 12th October.
An Equal Opportunity Employer

SCHOOLS LIAISON OFFICER

MUSEUMS SERVICE
£6,264/£8,712
The successful applicant will assist the Senior Keeper Educational Services in the operation of the Museum Service. Duties will include teaching in the galleries, branch museums and schools and assisting with the Museum Service. He/she will also be expected to run the Museum Saturday Club and will have a particular responsibility for the field of Natural History. A degree in Natural Sciences is therefore desirable with a teaching qualification being an advantage. Previous applicants will remain under consideration.
Application forms and further details, which are available from the Personnel Officer, Town Hall, Bolton BL1 1RU. (Tel: 22311, Exts 587 & 6105) should be returned by 10th October, 1984. Trade Union Membership is a condition of service.
An Equal Opportunity Employer

Two Professional Assistants (Ref: JH/47)

Applications are invited from honours graduates with successful teaching experience, preferably at Head of Department level. These posts offer an opportunity to enter educational administration in a large County Authority.
Salary PO Grade EF £10,781-£12,738 (pay award pending) + £192 outer London fringe allowance.
Successful applicants will be expected to provide a car for which an essential user car allowance will be payable.
Further details and application forms are available from the County Education Officer, County Hall, Hertford SG13 8DF to whom applications should be made quoting the above reference.
Closing date: 12th October, 1984.

Hertfordshire
County Council
An Equal Opportunity Employer

CATHOLIC EDUCATION COUNCIL FOR ENGLAND AND WALES ADVISER ON SECONDARY EDUCATION

Applications are invited from suitably qualified practising Catholics for this post which becomes vacant on the retirement of the present holder. The post is tenable from Easter or September 1985. Salary — Burnham Group X Head.
Further details are available from the Secretary, Catholic Education Council, 41 Cromwell Road, London SW7 2DJ to whom applications should be addressed. Closing date — 29th October, 1984.

Education Officer

£9,416 rising to £11,468
The Commission for Racial Equality has a vacancy for an Education Officer in its London Office.
The successful candidate must have the ability to work as a member of a team concerned with all ages and stages of education throughout the United Kingdom. This involves working with community organisations and public and professional bodies. The person appointed will be expected to assume special responsibility for work in the area of further and higher education.
The Commission is an equal opportunity employer. Applications are welcome from candidates of whatever race, sex or marital status and from persons with disabilities.
For further details and application forms please write to: Alison Rees, Commission for Racial Equality, 10-12 Allington Street, Victoria, London SW1E 5EH, enclosing a large stamped addressed envelope.
Completed application forms should be returned no later than 12th October 1984.

**COMMISSION FOR RACIAL
EQUALITY**

EDUCATIONAL PSYCHOLOGIST (Part-time)

Soulbury
£10,043 - £14,253 (pro rata) (Pay award pending)
A half time post has arisen in the School Psychological Service team of 8 psychologists and 3 social workers.
The Service offers opportunities for individual case work, general advisory and systems work, and research and development.
A car user allowance is payable.
Informal enquiries should be made to the Principal Educational Psychologist on 021-745 8288.
Application form and job description available from Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands B31 3GB. Tel: 021-705 6789 Ext. 836 or 021-705 6672 (evenings and weekends) quoting Ref. No. C1062M.
Forms to be returned by 12th October, 1984.

Metropolitan Borough
of Solihull

ADMINISTRATION LOCAL EDUCATION AUTHORITY

KINGSTON UPON THAMES
ROYAL BOROUGH OF
KINGSTON UPON THAMES
DIRECTORATE OF
EDUCATION AND
CAREERS SERVICES
CAREERS OFFICER (To work with the Youth Training Scheme) £10,781-£12,738 p.a. (pay award pending). This is a centrally-funded post dealing directly with the problems of unemployment among young people in the Borough.
Duties will include: market, counselling and placing the young unemployed, liaison with officers of the M.S.C. and Manpower Agency, and the development of computerisation in the implementation of the Youth Training Scheme.
Candidates should be fully qualified Careers Officers and the starting salary will be determined according to qualification and experience.
A casual user car allowance is paid.
For an application form and more information, ring 546-2111 (Ext. 251) or write to the Director of Education and Recreation (ref. JH/47/84) at Kingston upon Thames, Surrey, or call in. Tel: 01-899 1500.
Closing date: 15th October, 1984. (8771)

NORTHUMBERLAND
HEALTH AUTHORITY
Salary scale: £7,404 to £20,025 (increases pending). New entrants to NHS commence on the minimum.
Appropriate responsibilities will be looking after promotion, development and training within the field of education.
Must be able to work with staff of the Local Education Authority at all levels.
A teaching background is essential and possession of Diploma in Health Education or an equivalent academic qualification is an advantage.
Possession of a current full driving licence is essential.
The person appointed would join the staff of the Health Education Unit, at present located at Kingston Children's Hospital, a few miles from Morpeth, Northumberland.
Informal enquiries to Mr. R. Duffell, District Health Education Officer, Tel: Stannington (067089) 511 or 552.

Application forms and job descriptions from, and returnable to: Personnel Department, Northumberland Health Authority, 6 Coltonwood, Morpeth, Northumberland, Tel: Morpeth (0670) 310070 (24 hour answering service). Closing date: 12th October, 1984. (38172) 480000

Administration
General
EAST SUSSEX
MANAGER: OPERATIONS
AND PROGRESS
See Embassy Study Tours in the EPL section. (38535) 500000

Further details and application forms may be obtained from the Secretary, East Midland Regional Examinations Board, Robin Wood House, Robin Wood Road, Aspley, Leicestershire LE4 2NR, to whom completed application forms should be returned not later than 15 October 1984. (05323) 600000

EDUCATION OFFICER (MATHEMATICS)

To be concerned with all aspects of mathematical education from pre-school to adult. Working within Educational Broadcasting Services, to advise the BBC on the effectiveness of its current mathematical broadcasts, and assist in the development of future programmes and policy. The work will involve visiting schools and colleges, consultation with local and national agencies, and organising conferences and meetings, as well as working directly with television and radio production teams. There will be occasional travel throughout the UK.
ESSENTIAL: Professional qualifications relevant to the above duties. These must include experience of teaching mathematics at primary, secondary or continuing education levels. A keen interest in the potential of educational broadcasting with reference to mathematical education. Current driving licence.
Salary £10,415 — £13,512 plus allowance of £537. Based Manchester. Relocation expenses considered.
Contact us immediately for further details and application form (quote ref. 2928/TES and enclose s.a.e.): BBC Appointments, London W1A 1AA. Tel. 01-927 6799.

We are an equal opportunities employer

BBC

Educational Psychologists

BIRMINGHAM
CITY OF BIRMINGHAM
EDUCATION
DEPARTMENT
An Equal Opportunity Employer
Educational Psychologists (5 posts)
Soulbury Scale £10,143 - £14,253
Pay award pending
Childs Advisory and Psychological Service
Enthusiastic, qualified educational psychologists are required to join a large City Service which has established for a number of years a reputation for a range of interesting developments. These include a continued approach to children with special needs, provision of training for their teachers, and structured service delivery.
If all posts cannot be filled by experienced psychologists, consideration will be given to applicants currently on recognised courses of educational psychology training.
Anyone interested in further details, informal enquiry may be made to Mrs. P. J. Mayhew, Tel: 021-235 2199.

Further particulars and application forms available by Friday 12th October 1984, from: The Chief Education Officer, Personnel Branch, Room 11, Education Office, Margaret Street, Birmingham B2 4GU. Tel: 021-235 2501. Cancellation will disqualify. (38262) 500000

EAST MIDLAND
REGIONAL
EXAMINATIONS BOARD
(Certificate of Secondary Education)
Applications are invited for the following posts:
CHIEF EXAMINER IN HUMAN BIOLOGY
DEPUTY CHIEF EXAMINER IN RELIGIOUS STUDIES
Assistant Examiners in the following subjects:
CHILD CARE AND DEVELOPMENT
CHILD STUDIES
ENGLISH
GERMAN
HUMAN BIOLOGY
MATHEMATICS

Further details and application forms may be obtained from the Secretary, East Midland Regional Examinations Board, Robin Wood House, Robin Wood Road, Aspley, Leicestershire LE4 2NR, to whom completed application forms should be returned not later than 15 October 1984. (05323) 600000

The Methodist Church Division of Education and Youth

The Division has two new posts in a re-organised

RESOURCES UNIT
supporting the educational and training work of the Division.

We are looking for:

- A Resources Officer who will be responsible for the production of material in all media, with special skills in the design and production of camera-ready art-work for printed literature.
- A Resources Assistant who will be responsible for providing, cataloguing, maintaining and issuing all resource material. Basic librarian skills would be an advantage.

Write for particulars of post and application to:

Brian J. Sharp
Methodist Church Division
of Education and Youth
2 Chester House, Pages Lane,
London N10 1PR
Closing date 15th October 1984 (5880)

HAMPSHIRE COLLEGE OF AGRICULTURE SPARSHOLT WINCHESTER HAMPSHIRE FEDERATION OF YOUNG FARMERS CLUBS COUNTY ORGANISER

Salary Soulbury Scale —
£9,948-£11,178
(Under Review)
Applications are invited for the above post from candidates with experience in youth leadership and/or teaching and an interest and/or background in country life. An appropriate qualification is desirable.
Application forms and further particulars are available from The Principal, Hampshire College of Agriculture, Sparsholt, Winchester, Hampshire. Telephone: Sparsholt (096 272) 441. (3498)

Education Resources Adviser

This exciting new post, is based in Oxford and carries overall responsibility for the production, promotion and marketing of our educational materials. In order to provide a regular focus for this co-ordinating support role, the adviser will also be responsible for editing the Oxford youth magazine "Bother".
The Education Resources adviser is likely to be from a youth work or teaching background, with proven writing ability, and preferably some contact with publishing. An awareness of development issues is essential, and overseas experience would be an advantage. Age range would probably be 28+. A current driving licence is essential.
When returning completed application forms please send examples of either some published materials or materials for use in the classroom or with youth groups.
Salary £8,442 rising by annual increments to £10,179 per annum. For further details, please write to Personnel Department, OXFAM 274 Banbury Road, Oxford - OX2 7DZ. Closing date for completed application forms is 12th October 1984.
OXFAM IS AN EQUAL OPPORTUNITY EMPLOYER (3785)

OXFAM

